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ABSTRACT

The training manual of sequenced visual perception skills offers an assessment guide, explains approximately 20 major types of instructional activities, and describes appropriate instructional materials, illustrated in an associated filmstrip. All activities are organized into four learning steps (recognition, discrimination, recall, and reconstruction); three difficulty levels (concrete, representational, or abstract); and four dimensions (common objects, size, shape, and color). Assessment activities such as naming objects (recognition step at the concrete level of the common object dimension) are provided for the three levels. Each major activity is presented in a grid format so that a subactivity is provided for most steps and dimensions. Activities range from finding particular items in the room at the concrete level to making potato prints at the representational level and using initial letters of grocery items to simulate shopping at the abstract level. Also listed are nine learning center activities and suggestions for use of categories such as birds or clothing at the various levels and dimensions. Addresses of 27 publishers of instructional materials are provided. Instructional objectives are related to commercial and teacher made materials and to the filmstrip. Brief descriptions of approximately 85 instructional materials are included. (DB)

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SEQUENCING
VISUAL PERCEPTION
MATERIALS

SEQUENCING VISUAL PERCEPTION SKILLS
TRAINING MANUAL

Designed and Edited by
Anne L. Langstaff

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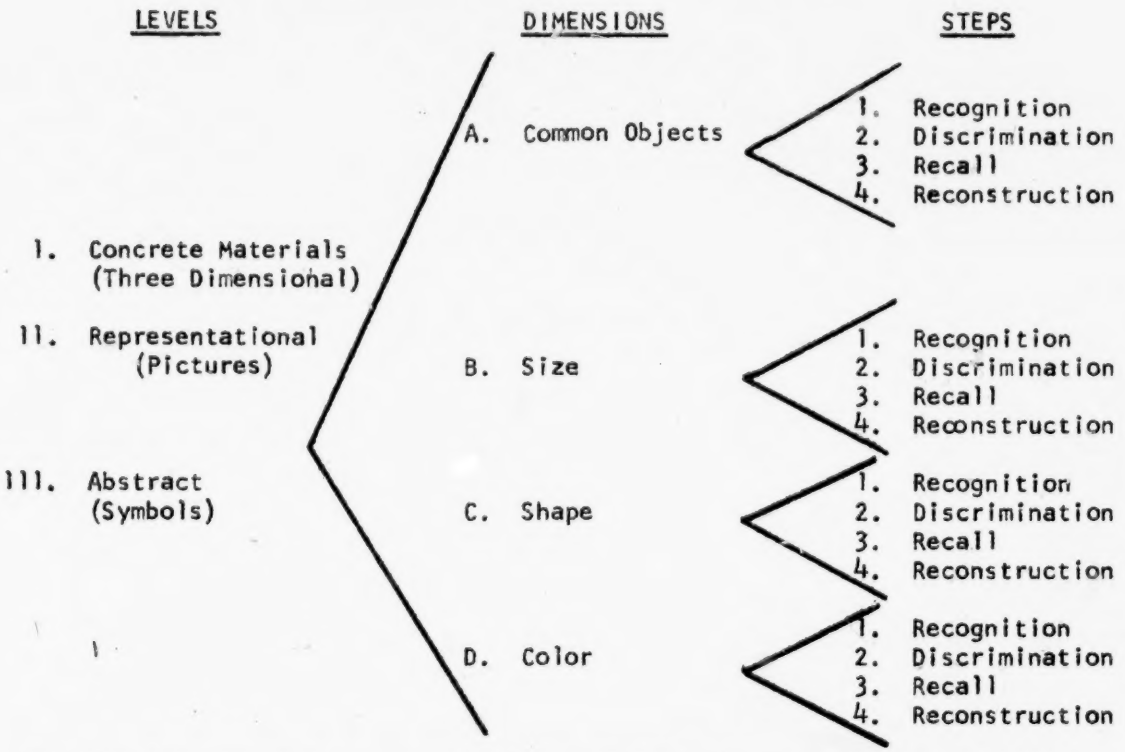
How to Use this Package

1. View the filmstrip -

   The filmstrip demonstrates a model for sequencing tasks on the area of visual perception. All materials shown are fully described in the manual (pages 16 to 47). The model for sequencing tasks is shown below:

MODEL FOR SEQUENCING VISUAL PERCEPTION TASKS



2. The Assessment Guide may be used with Students to determine specific training needs.

3. Once assessment is completed, the games and activities may be used for training students in specific skill areas. All activities are matched to the levels, dimensions and steps of the model.

4. Instructional objectives and appropriate materials for each level, dimension, and step of the model provide additional guidelines for training.

VISUAL PERCEPTION SKILLS

ASSESSMENT GUIDE

by

Anne L. Langstaff
Cara E. Volkmer
Marilyn Higgins

To the Teacher:

The following guide suggests sample test items for each component of the Visual Perception Skills model. Many of the tasks rely heavily on language, although a number of them can be presented non-verbally or without requiring verbalization on the part of the child. Also, several of the tasks require motor responses. Time limits and number of trials, where indicated, can be modified.

Most normal children can complete these tasks by age five or six years. By using these items with your students you can determine more precisely which type of training in visual perception skills is needed.

Materials for the tasks described here are not included, but may be obtained or constructed easily and inexpensively.

It is suggested that a record sheet be designed; a sample is included at the end of this assessment guide.

VISUAL PERCEPTION SKILLS
INFORMAL ASSESSMENT SURVEY

LEVEL 1: CONCRETE (All materials are three-dimensional)

1.0 COMMON OBJECTS

1.1 Recognition: Show four familiar objects (e.g., apple; doll; boat; shoe).
Ask child to name each object, "What is this?" "What do we call it?"
Criterion: Three out of Four correct responses.

1.2 Discrimination: Present an assortment of 5 nails, 5 pebbles, 5 buttons (or similar objects), and three small containers. Say, "See, the nails go here, and the pebbles go here, and the buttons go here," while dropping each item in one of the containers. Say, "Now you put in all the rest where they go." Repeat instructions once more as a reminder. Allow maximum of two minutes for task.
Criterion: time limit 45 seconds, no errors.

1.3 Recall: Place four familiar objects (e.g., fork, balloon, straw, toy) in a row in front of the child. Call his attention to each object; ask him to name each. Accept whatever name he gives. Tell him the name of the object if necessary. Then say, "Now close your eyes while I hide something."
Screen the objects from the child's view; cover one with small box. Remove the screen and say, "Open your eyes; look, which one did I hide?" Repeat for two more trials with a different object each time (random order).
Criterion: 2 out of 3 correct responses (using correct name of object or name used by child.)

1.4 Reconstruction: Show a completed simple wooden puzzle, then disassemble in a predetermined order, pointing out each piece to the child. Say, "Now you put it back together." Allow three minutes.
Criterion: All pieces correctly placed within 30-40 seconds. To increase difficulty level of task, present the puzzle to be assembled without frame.

2.0 SIZE

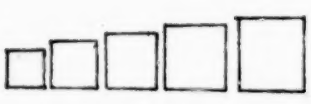
2.1 Recognition: Present three sets of objects (e.g., 2 whistles, one long, one short; 2 spoons, 2 straws, etc.). Present one pair of objects. Say, "Here are two whistles. Show me the short one. Repeat with other sets.
Criterion: correct on two trials (one short, one long.)

2.2 Discrimination:

Show two identical sets of five sticks, graduated in length. Say, "Here are two piles of sticks." Select the longest stick from one set. Say, "Now we're going to look over here in this pile for a stick that is just as long (tall) as this. Demonstrate. Allow four trials, random order.
Criterion: No errors in matching 4 out of 5.

2.3 Recall: Use same materials as above. Select a long and a short stick. Say, "Look at these sticks; one is long and one is short (point). I am going to mix up these sticks and hide one of them. When you open your eyes you tell me which one I am hiding. Now close your eyes."
Mix up sticks (reverse position of long and short). Place box over long stick. Say, "Now, open your eyes. Which one did I hide?" Repeat for 2 other pairs of sticks; cover short next, then long.
Criterion: no errors on one long, one short

2.4 Reconstruction:



Use five identical objects which are graduated in size (such as wooden mixing spoons, set of measuring spoons, nesting blocks, etc); place in random order. Say, "One of these spoons (blocks) is longer (bigger) than all the others; find it and put it here (point). Then put the next longest (biggest) one here until they are all stair steps. Now do it as quickly as you can. Allow 1 minute.
Criterion: no errors

3.0 SHAPE

3.1 Recognition: Place 3 shapes (circle, square, triangle--same color) in front of child, one at a time. For each say, "What is this?" If child cannot name shapes, tell him the names.
Criterion: 2 out of 3 correct responses

3.2 Discrimination: Use 3 pairs of shapes (such as circles, squares, moons). Place one shape in front of child; point to the rest of shapes. Say "Find the one that is the same as mine. Put it here." Repeat for each shape.
Criterion: 2 out of 3 correct responses

3.3 Recall: Place materials from 3.1 in front of child. Point to each shape and ask child to name. Say "Now I am going to hide one under this box. Close your eyes". Cover the a) circle. Say "Open your eyes. Which one did I hide?" Repeat for square, triangle. Mix up shapes after each trial.
Criterion: 2 out of 3 correct responses.

3.4 Reconstruction: Use a circle puzzle (2 halves) and a model of a whole circle. Place the 2 pieces (round sides together) in front of child. Say, "Put these 2 pieces together to make a whole one like this." Point to model. Allow three trials.
Criterion: 2 correct responses.

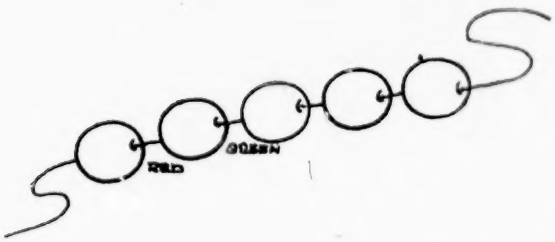
4.0 COLOR

4.1 Recognition: Use 4 sticks or colored pegs (yellow, blue, red, green). Say, "Show me a red one." Repeat for other colors.
Criterion: no errors.

If child reaches criterion, present sticks one at a time and ask child to name each color.
Criterion: 3 out of 4 correct responses.

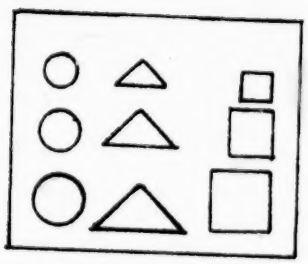
4.2 Discrimination: Use a handful of various colored balloons. Hold up red balloon. Say, "See this balloon is red". Hold up green balloon. Say, "See this balloon is green. Put all the red ones here (point) and all the green ones here (point).
Criterion: no errors

4.3 Recall and Reconstruction: Use a handful of red and green beads and a shoelace. Say, "Watch what I do because I am going to ask you to make one just like mine. See, first we put the red one on, then the green one, then another red one, and a green one." Take your model apart. Give child the beads, and say, "Now you make one just like mine."
Criterion: no errors in pattern red, green, red, green.



5.0 COMBINATION OF DIMENSIONS

5.1 Shape and Size Varied, Color Constant: Use shape tray from "Try Trays". Show tray filled with shapes. Say "See these shapes. Here is a row of squares; here is a row of circles; here is a row of boxes (rectangles); here is a row of triangles. Some of the shapes are big, some are little, and some are middle-sized." (Point to each). Take shapes out of tray. Say "Put all the big shapes where they go." Remove shapes from tray and repeat for small and medium.
Criterion: Score 1st response on each trial. No errors.



NOTE: A similar material may be constructed using cardboard cutouts and a pattern-board.

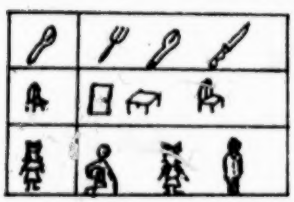
5.2 Size and Color Varied, Shape Constant: Use a handful of Cuisenaire rods (various colors and lengths). Say "I am taking 2 sticks from here and putting them here in front of you; now I am going to take them away and you find 2 sticks the same as mine and put them here."
Criterion: no errors

LEVEL II: REPRESENTATIONAL (all materials are pictorial)

1.0 COMMON OBJECTS

1.1 Recognition: Show a picture of fruit (e.g. Bowmar). Point to orange; say "What is this?" Repeat for apple, banana, grapes.
Criterion: 3 out of 4 correct responses.

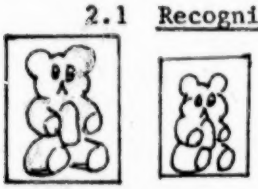
1.2 Discrimination: Make a card (8½" x 11") with three rows of pictures as shown. Point to picture in margin in top row. Say, "Find one over here just like this." Repeat.
Criterion: 2 out of 3 correct responses.



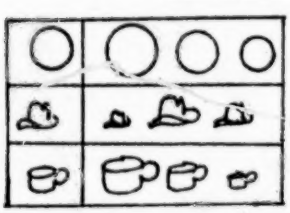
1.3 Recall and Reconstruction: Make a simple picture puzzle, cut in strips. (E.g. baby's face). Show completed puzzle. Say, "See this baby. I am going to take him all apart." Mix up pieces (right side up). Say, "Now you put him back together again".
Criterion: time limit 2 minutes; no errors.

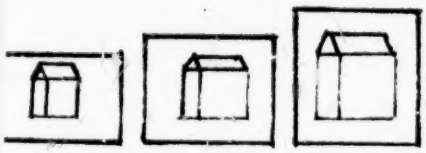
2.0 SIZE

2.1 Recognition: Show 2 pictures of same object (e.g. teddybears), one large and one small. Have at least 3 sets of different pictures. Show one pair of pictures. Say, "Point to the big teddybear." Repeat for other sets of pictures, asking for little, big.
Criterion: no errors



2.2 Discrimination: Make a card (8½" x 11") with three rows of pictures as shown. Say, "See this wheel. (Point) Here are more wheels. Show me another wheel the same size as this one. Repeat.
Criterion: 2 out of 3 correct responses

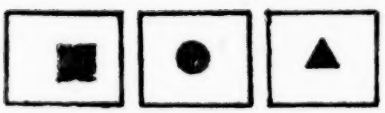




2.3 Recall: Use 3 pictures of same object--e.g. a house. (large, medium, small). Arrange small, big, medium. Say, "Here are three houses. One is big, one is small, and one is middle-sized. Close your eyes while I cover one house with this box." Cover big house. "Open your eyes. Which one did I hide?" Repeat.
Criterion: 2 out of 3 correct responses.

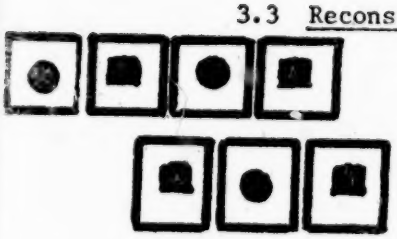
2.4 Reconstruction: Use 4 pictures of same object, various sizes as shown. Say, "See these scissors; they are different sizes. Put the biggest one here; put the next biggest here. Keep doing this until you get to the smallest.
Criterion: no errors.

3.0 SHAPE



3.1 Recognition and Discrimination: Use three pictures as shown. Say, "Here are some pictures of shapes. Point to a circle." Repeat for square and triangle.
Criterion: 2 out of 3 correct responses.

3.2 Recall: Use shapes as above. Say, "See these 3 shapes; one is a circle (point); one is a square, one is a triangle. Now I am going to cover one of them with the box. You close your eyes." Cover a) circle b) square c) triangle. Rearrange order after each trial. Say, "Now open your eyes. Tell me, which one did I hide?"
Criterion: 2 out of 3 correct responses.

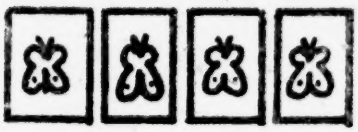


3.3 Reconstruction: Use 7 cards as shown (shapes all the same color). Say, "Here are some cards. Each one has a shape on it. See how they go: circle, square, circle, square. Here are some cards for you." Hand child the remaining 3 cards. "Find the one that goes here." (Point)

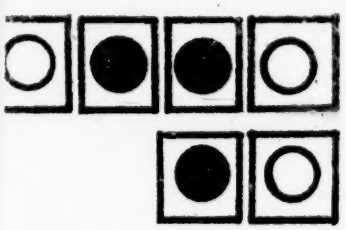
4.0 COLOR

4.1 Recognition and Discrimination: Show a large picture with various colored objects in it. Say, "See this picture. Find something that is red". After child finds something red say, "Do you see something else that is red?" Repeat for blue and green.
Criterion: no errors

4.2 Recall: Use four pictures (e.g. red, blue, green, yellow butterfly). Say, "I have four pictures of butterflies. This butterfly is red; this one is blue; this one is green and this one is yellow. You close your eyes while I hide one under this box, and then you tell me which color is hidden." Repeat for each color; change order on each trial.
Criterion: no errors

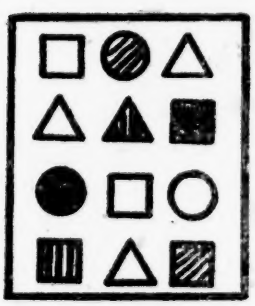


4.3 Reconstruction: Use six cards with red and green circles as shown. Say, "I have some circles. Some are red and some are green. I am going to put them here in a special way. Watch carefully because I want you to make one just like mine. See, I am putting a green one here, then a red one, and another red one, and then a green one. See how it goes: green, red, red, green." Mix up cards. "Now you do it. Make it just like mine.
Criterion: No errors



5.0 COMBINATION OF DIMENSIONS

5.1 Size, Shape and Color Varied: Make an 8½" x 11" card with shapes colored as shown. Say, "Show me
a) the circles (4)
b) the squares (6)
c) the green circles (3)
d) the blue squares (3)
e) the red triangles (3)



Criterion: a) 3 out of 4
b) 5 out of 6
c) 2 out of 3
d) 2 out of 3
e) 2 out of 3

LEVEL III: ABSTRACT (All materials are symbolic--may be either concrete or representational).

1.0 CONCRETE LETTERS

1.1 Recognition: Use three-dimensional alphabet letters; present one at a time. Ask child to name (A,B,C,D, etc.)
Criterion: 4 out of 5 correct responses

1.2 Discrimination: Present a group of 8 upper case letters, same color. Ask child to select all the B's, D's, etc.
Criterion: all correct on 2 out of 3 letters.

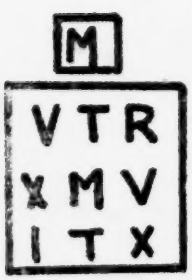
1.3 Recall: Use same materials as 1.1 above. Say "What is this?" Point to each letter. After child names each letter, say "Now close your eyes while I hide one of the letters." Cover B with box. Say, "Open your eyes which one did I hide?" Repeat for D,E.
Criterion: 2 out of 3 correct responses

1.4 Reconstruction: Make cut-up cardboard letters as shown (B,D,A). Say, "I am going to make an A. Watch how I do it." Demonstrate and then replace letter parts. "Now you make an A." Repeat for B, D. Replace parts each time.

2.0 PICTORIAL LETTERS

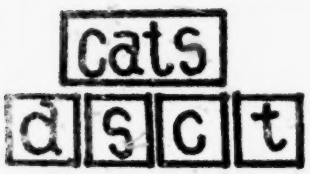
2.1 Recognition: repeat 1.1 above, using letters drawn on cards.

2.2 Discrimination: repeat 1.2 above, using letters drawn on a card



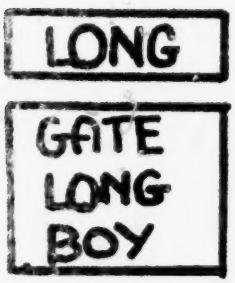
2.3 Recall: Show card with letter M. Say, "Look at this carefully because I am going to ask you to find it.: Remove model and present large response card as shown. Say, "Now you find it here." Repeat, using other letters.
Criterion: 2 out of 3 correct responses.

3.0 WORDS



3.1 Reconstruction: Present model word cats and the four letters separately on cards. Say, "Here are some letters. You make a word just like mine."
Criterion: no errors

Note: You can use other words and you can later increase the difficulty of the task by including extra letters (not needed for the word).



3.2 Recall: Present model word. Say, "See this word? Look at it carefully because I am going to ask you to find another one just like it." Remove model and present response card. Say, "Now you find it here."
Criterion: no errors

Note: Change the words; increase length of list to make the task more challenging.

SAMPLE VISUAL PERCEPTION RECORD SHEET

NAME																
AGE																
1. Fruit (3+)																
apple																
doll																
boat																
shoe																
2. Nails, etc. (2)																
3. Balloon																
Fork																
Straw (2+)																
Bead																
	a	b	a	b	a	b	a	b	a	b	a	b	a	b		
4. Girl Puzzle: Head																
Dress																
Arms																
Legs																
5. Whistles Long																
Spoon Short																
Straws Long 4																
6. Sticks A 1.																
B 2.																
C 3.																
D 4.																
E 5. (4+)																
7. Sticks long																
short																
long (2+)																

VISUAL PERCEPTION SKILLS

TRAINING GAMES AND ACTIVITIES

by

Judith Grayson

Les March

To the Teacher:

.All of the following games and activities are designed to train specific visual perception skills; they are sequenced according to the model presented in the accompanying filmstrip.

.Games and activities are included for each level: CONCRETE, REPRESENTATIONAL; ABSTRACT. Where adaptations to another level are possible, this has been noted at the top of the left-hand page.

.Where reference is made to "Category" of materials for games, refer to pages Q-W for suggestions under each level of the model.

.The sample format (page X) may be useful in designing your own games or adaptations.

.The symbol X means that no appropriate activity exists.

GENERAL DIRECTIONS TRAINING

1. It is important to use language while training visual perception skills.

2. At first, vary only one attribute (e.g., size) at a time. The "Combination" activities should be used later in the training sequence.

3. The level of training task (CONCRETE, REPRESENTATIONAL; ABSTRACT) as well as the learning step (RECOGNITION, DISCRIMINATION, RECALL, RECONSTRUCTION) where you begin training should be determined by the students' performance on Assessment tasks.

4. Often the games or activities can be used with the entire class and can later become small group, or independent activities. (See 3 above.)

5. Special activities for Learning Centers are included on pages N-P.

LEVEL I - CONCRETE

(may be adapted for Level II

REPRESENTATIONAL)

GAME: "Rub-a-Dub"

MATERIALS: Any Category plus ice cream cartons (optional: decorate cartons and attach rope handle) for each child or use materials around them in their natural location.

GENERAL DIRECTIONS: Hide materials to be used around the room. Direct children to find particular items. After a few minutes call: "Rub-a-Dub-Dub." This statement signals children to return to tasks. Check items. One with most may hide materials next time (or the tallest, most quiet, etc.)

	RECOGNITION	DISCRIMINATION
COLLECTION OBJECT	1.1 "Let's take our tubs and fill them with things we can name." Later child names off contents.	1.2 Call "Rub a-Dub-Dub". How many of these (hold up item to be found) can you find?"
SIZE	2.1 "Take your tub and find some little (big, long, short, fat, thin)____."	2.2 Put a long (short) piece of yarn in each tub. Can you find some things in our room that are long (short) as your yarn?"
SHAPE	3.1 "Take your tub and hunt for shapes. Bring back only those that you can name."	3.2 "How many shapes like (hold up sample) can you find?"
COLOR	4.1 Pick a color. Take your tub and fill it with all the things you can find of that color.	4.2 "Can you find some things in our room that are this color (hold up sample)?"
COMBINATION	Color. "Find things for tub whose name, size, shape and color you can name."	Shape. "This is long and red (round and blue, etc). Can you find something else that is long and red?"

RECALL	RECONSTRUCTION
1.3 "Bring us 3 (or more) things you can remember." T or another student takes one item out of tub. Student tries to recall what it was.	1.4 Hide parts of items. Give child one part and have him find the rest. (i.e. cut up an apple give him one piece and hide the rest).
2.3 Child shows big, little and middle-sized object (short, middle, tall) Class closes eyes. Child hides one. Class guesses which.	2.4 Hide parts of big and little items. Children hunt, return, and put together as many pieces as found.
3.3 Children hunt for △ □ ○ When displaying "finds", T asks " What is Tom (Suzie, etc) missing from his collection?"	3.4 Hide all parts. Have children hunt for pieces. Return and see how many wholes can be made.
4.3 "Find something red, something blue and something yellow (or more). Later "Take one thing out of the tub and put it behind your back. "Let's guess which it was."	4.4 "Line up (pile up) the 3 (or more) red, blue and orange things, you found. See if your partner can line his up the same way."
Child displays items from tub and describes each by attributes. He hides one. Class guesses by describing attributes of missing item.	Put all parts of items in tubs. Have children trade parts until all parts are matched.

LEVEL I - CONCRETE

(may be adapted for Level II

REPRESENTATIONAL)

GAME: "Put it on or take it off; hang it up or take it down."

MATERIALS: Use Category "Clothing."

GENERAL DIRECTIONS: Put clothing articles in a suitcase (laundry basket). Teacher gives directions to put article on (or hang it on clothesline). Later, children give such directions. Activity may be done in reverse with child taking off selected item. Activity may also be run as a relay.

	RECOGNITION	DISCRIMINATION
COLOR OBJECT	1.1 "Look in the suitcase. Put on everything you can name!" Child can be coached to say, "I will put on the ___." "I am putting on the ___." "Now I have on the ___, ___ and ___."	1.2 Prepare two identically packed suitcases. The first child states what article he is putting on. The second matches him. Then the second starts and the first follows.
SIZE	2.1 "Is this a big shoe." If "Yes," "Put it on." "Is this a little shoe?" (response) "Put it on." Child states as he does it, "I am putting on the big shoe," etc.	2.2 Teacher: "Who can sort these clothes into a pile of all the big clothes and another pile of all the little clothes?" Child: "The big coat goes here, the little coat goes.."
SHAPE	3.1 XXXXXXXXXXXXXXX	3.2 XXXXXXXXXXXXXXX
COLOR	4.1 "Is this a yellow ___ (scarf) in the laundry basket? Let's hang it up to dry." Child states his activity as he does it.	4.2 T: "Here's a red sock. Who already has on something red and would look good in this red sock?" C: "I have on a red dress. The red sock would look good on me."
COMBINATION	"Whoever has on a big blue jacket may pack it in the suitcase." Child states his activity as he does it.	T: "I am thinking of someone who has on a big pink tie like Jimmie's. Who is it?" C: "Peter has on a big pink tie like Jimmie's."

RECALL	RECONSTRUCTION
1.3 After one child is all dolled up, send him or her out of the room where he (she) takes off one item. The child returns and the class tries to guess which item has been removed.	1.4 Cut the sleeve off a shirt, flower off a hat, string off an apron; take shoelace out of shoe, button off a dress...Have children reconstruct. Use big safety pins if necessary.
2.3 After child is all dressed up in an assortment of big and little sized clothes, have him or her leave the room. Children guess whether he or she had on a big hat or little hat, etc.	2.4 Follow directions for reconstructing a common object, but use large and small items.
3.3 XXXXXXXXXXXXXXX	3.4 XXXXXXXXXXXXX
4.3 Pack the suitcase. Describe the color of each item as it goes in. Close the suitcase, then ask, "What color is the belt?"	4.4 Hang a red item on the clothesline, then a blue then a green. Have child follow this order with other items. Child describes what he is doing.
Pack the suitcase. Describe each item as it goes in. Close the suitcase. Child may put on any item that can be recalled.	First I'm going to take out my big black shoes from the suitcase (does this), then my white long beads and my little red bow. Can you do the same?" Child describes what he is taking out.

LEVEL I - CONCRETE

(may be adapted for Level II

REPRESENTATIONAL)

GAME: Astronaut

C

MATERIALS: Miscellaneous items from different category lists; space ship (cardboard drum)

GENERAL DIRECTIONS: The astronauts are going to the moon. What will they want on their journey? Children choose and describe the items they will take.

	RECOGNITION 1.1	DISCRIMINATION 1.2
COMMON OBJECTS	Make a list of items that will be needed on space trip (list can be on a chart with actual objects, pictures, or letters or words). Children collect the items they will need by matching examples on the list.	"What things do you see in our room that you want to take with you on your space ship? You can take 5 or more things that you can name."
SIZE	2.1 "You will need an eraser, little piece of chalk (big book, little lunch) on your trip to the moon	2.2 T. you will need something long (or other). What will you take?" C. I will take this long yardstick.
SHAPE	3.1 "Gather some things for your trip. Be ready to tell us if they are round, square, or skinny.	3.2 "there's room for 1 round thing (hold up example) one square thing, one skinny thing in your ship. What will you take?
COLOR	4.2 "Collect your gear. Identify it for your captain by its color.	4.1 "Your captain has told you to bring 2 yellow things, 1 red, and no blue (hold up example of each color). Go fill your list, crewmen!"
COMBINATION	There's trouble on the ship Ground crew wants you to dump things over. Describe what you dump over. G	Game begins with child in space ship. There's trouble; the ship needs to be lighter. Ground crew radios then to drop out everything, big and blue, round and orange, etc. (examples given on monitor.)

1.3 RECALL	1.4 RECONSTRUCTION
Call off items as children put them in spaceship. Close the door (hatch?) "Now who can remember what we've packed so far?"	To pack things well we must take some apart and then put them back together when we get to the moon. Teacher dissassembles. Children pretend they're on moon and reassemble i.e. hammerhead and handle, sweater & button
2.3 "Here is a long, medium and short rope. Close your eyes & I will put one in the spaceship. There now, which one did I put in?" Next, let a child have a turn.	2.4 "Here are all the rocks we found on the moon. Scientists on earth want us to put them in order from littl to big". "Here are the pictures of earth & Moon (Cut from Life Mag. we took but they got cut up on the way back. Can you put them back together?
3.3 "Here are some shapes of rocks we will be looking for". (Show rocks or drawings of. Name the shape, (flat, round, square) (Hide one rock) now if we come back with only the flat and round rocks (show them) what kind will be missing?"	3.4 "Here are the pictures we took of the Mars Men. They're cut up though. Can you fix them?
4.3 "We will want to take some crayons for marking things. We will take blue, orange, red and green. "Show these and then hide one). When we get there we are missing one of our crayons. Which are we missing?"	4.4 "Our crayons for marking must be in order so that we can grab the right one quickly, when we need it. Here's the order we'll use. We must all know it by heart. (Mess up order.) Who can put it back right?"
Call off items, listing their attributes as children put them in space ship. Then teacher (or child) removes 1 to 3 items on the moon. "Who can tell what things we left on the moon?"	"On lift off we must turn the little silver knob first the big white knob second and the big silver knob (Knobs may be purchased in hardware store) third. Who can do that?"

LEVEL I - CONCRETE

GAME: Neck-O

MATERIALS: Macaroni (different shapes and sizes) colored with food and alcohol, string

GENERAL DIRECTIONS: Children make necklaces according to specifications. (Use thread and needle and discs of construction paper to keep small macaroni separated from big.)

	RECOGNITION	DISCRIMINATION
COMMON OBJECTS	1.1 X	1.2 X
SIZE	2.1 Use big and little or long and short of the same shape. Child strings a necklace and then names off the sizes he used.	2.2 Teacher, another child or a chart gives directions for the stringing of macaroni: First put on a long macaroni. Now put on 2 short. Next...
SHAPE	3.1 As above, use shell, elbow, etc.	3.2 As above, use shapes
COLOR	4.1 As above, use same shape and size but vary colors that are offered child.	4.2 As above use different colors.
COMBINATION	As above, use mixture	As above use combination

RECALL	RECONSTRUCTION
1.3	1.4
2.3 Children work in pairs. First child selects 3 macaroni and places them on table before him for other child to view. Other child closes eyes. First child strings one of the 3, other child looks at 2 left and guesses.	2.4 A sample necklace on the bulletin board is at the learning center. Child's task is to reconstruct a matching necklace.
3.3 As above, use shapes	4.3 As above, use shapes
4.3 As above, use color.	4.4 As above, use color.
As above, use combination.	As above, use mixture.

LEVEL I - CONCRETE

GAME: Bake-O

MATERIALS: Play dough of different colors, cutters of different shapes, rolling pin; cookie sheet, plate

GENERAL DIRECTIONS: Set up learning center with materials and menu. Bakers are to prepare items on the menu. Menu may be in the form of examples, pictures, or words. Variation: Child makes his own menu.

	RECOGNITION	DISCRIMINATION
COMMON OBJECTS	1.1 Use cutters of animals or other common objects. Child cuts out shapes that he can name.	1.2 Children work in pairs. After cutting out several objects. Each child asks the other to identify particular objects from his cookie sheet (i.e. Where is my rabbit cookie?)
SIZE	2.1 Use cutters of same shape but of different sizes (i.e. orange juice can and larger glass). Child tells if "cookies" are big or little.	2.2 Same as above. Children point to a big, medium or little cookie as designated by partner.
SHAPE	3.1 Use cutters for circles, squares, hearts, etc. Child cuts and names.	3.2 A chart at learning center shows drawings of the cookie shapes that need to be cut. Child follows these directions.
COLOR	4.1 Use Playdough of different colors. Child cuts and names.	4.2 As above. Chart designates color.
COMBINATION	Use Playdough of different colors and cutters of different shapes. Child cuts and describes each cookie.	As above. Chart designates mixture.

RECALL	RECONSTRUCTION
1.3 One child fixes a plate of 3 to 5 cookies. He passes plate to another child. Other children close eyes as child selects and pretends to eat a cookie. Eyes open and guesses are made as to which cookie is gone.	1.4 Child makes a plate of cookies and then tears or cuts each in two (pretend they were dropped). Another child puts them back together.
2.3 As above, with different sizes.	2.4 As above, use sizes.
3.3 As above, with shapes.	3.4 Child rolls out dough. Closes eyes while teacher partially cuts with different shaped cutters. Child must finish
4.4 As above, with different colors	4.4 One child makes a sheet of cookies using different colors of dough. The next child must match his sequence of rown and columns. (one row at a time without looking).
As above, with combination	As above, use mixture.

LEVEL II- REPRESENTATIONAL

GAME: Pasties F

MATERIALS: Horizontal rectangular mirror placed on wall at head level of child. Cutouts of eyes, nose, mouth, ears (large and small sizes); 12" cardboard square with 3" hole in center; Reversible makeup mirror, grease pencil, cutouts of 2 circles, 2 squares, 2 triangles. Notebook reinforcers.

	RECOGNITION	DISCRIMINATION
COMMON OBJECT	1.1 Teacher holds cardboard square in front of face and moves it to various facial areas (eyes-nose-mouth) and asks the child, "What do you see?"	1.2 Attach cutouts (same size) in a line across the mirror. The child moves into appropriate position when the teacher says, "Put on the eye (nose, mouth)."
SIZE	2.1 Given a reversible mirror the child is told, "Show me a big eye (nose, mouth)." "Show me a little eye (nose, mouth)."	2.2 Attach a large eye and a small eye side by side on the mirror. Have child close one eye. Move in front of big eye. Repeat with nose and mouth.
SHAPE	3.1 With a grease pencil draw a circle, square and triangle on the mirror. 1. Ask the child to point to the square, etc. 2. Ask him to name the shape you point to.	3.2 Place a set of shapes on the mirror. Ask the child to arrange the other set so the circle is under the circle, the square under the square, and the triangle under the triangle.
COLOR	4.1 Color pairs of notebook reinforcers blue-red-yellow, green. Stick to mirror in pairs (1 color, etc, at a time), and ask the child to: 1. point to the red 2. tell the color the teacher is pointing to.	4.2 With one eye closed the child is told to move in front of the mirror so that he has blue eyes, red eyes, yellow eyes, green eyes.
COMBINATION	Use eye cutouts of different colors and shapes; child looks through cutouts and names their color and shape.	Given a cardboard with a cut-out circle, square & triangle, the child is told to, "Put your nose through the triangle," "look through the circle."

RECALL	RECONSTRUCTION
1.3 Covering one of the cut-outs on the mirror the teacher asks, "What is missing?" "What have I covered with my hand?"	1.4 The child is given the cutouts and is told, "make a face on the mirror."
2.3 Covering either the large or small eye ask, "is the big eye or the little eye missing?" Repeat with nose and mouth.	2.4 Given all the parts, ask the child to make a large face (small face).
3.3 Cover one and ask, "What is missing: the circle, square, or triangle?"	3.4 Give the child the grease pencil and ask him to draw a circle, square or triangle around the nose (eye mouth).
4.3 "What color is missing?"	4.4 Teacher makes a face with cutouts on mirror. Child must match face using correct color.
.5 "Which colored shape is missing?"	Same as above but child must use correct colors and shapes.

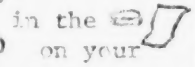
LEVEL II - REPRESENTATIONAL

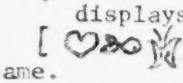
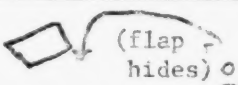
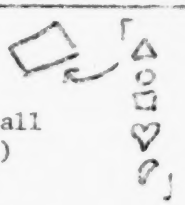
(may be adapted to Level III - Abstract)

GAME: Potato Delight

MATERIALS: Potatoes, knife, wrapping paper (color tissue paper), thick tempera paints in several colors.

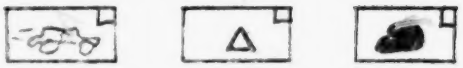
GENERAL DIRECTIONS: Cut potato in half. Outline common object or shape. Cut away negative portion of draving. Pour paints in jar lids. Supply children with paper. Write directions below on a chart or record them on tape for a learning center.

	1.1 RECOGNITION	1.2 DISCRIMINATION
COMMON OBJECTS	(Use common objects in one size; supply one color of paint) "Put the in the Then put the on your Make it pretty. Name the pictures you made." 2.1	"Find the potato. Use it on your Find the potato. Use it, too. Find the Use it, too. Now finish the picture." 2.2
SIZE	(Use different sizes of the same object or shape. Supply one color of paint). "Put the in the  Then put the on your Make it pretty. Do some more. Name the sizes you made." 3.1	"Find the little potato Use it on your Find the big potato Use it, too. Find the medium potato Wow! That's pretty." 3.2
SHAPE	(Use different shapes of same size. Supply only one color of paint). "Put the in the Now put the on your Do some more. Name the shapes you made." 4.1	"Find the potato. Use it to make a design Find the potato Use it to add to the design. Find the potato. Use it to finish your pretty design. 4.2
COLOR	(Use different color paints and one potato for each paint. All potatoes must have same design. "Put..... Name the colors you used."	"Find the red paint. Stamp, stamp, stamp with it! Next find the blue paint. Stamp, stamp, stamp. Now the green paint. Stamp, stamp, stamp some more!"
COMBINATION	(Use different colors, shapes and sizes) "Stamp! Stamp! Stamp! a pretty design Then call off the names loud and fine."	"Can you stamp these?"

RECALL	RECONSTRUCTION
1.3 "Look under (Flap lifts up and displays)  Now make the same. Look again. Does yours match?"	1.4 Cut potatoes in half, right through the design. Child must put potato back together with a rubber band to get complete design
2.3 "Look under  (flap hides) Now make the same. Look again. Does yours match?"	2.4 (Same as reconstruction of common objects)
3.3 "Look under  (etc as in recall common objects)	3.4 (Same as reconstruction of common objects)
4.3 "Look under ....."	4.4 Put more than one object under the flap. Child must repeat sequence in proper order.
"Look under ....."	Put more than one object under the flap. Child must repeat sequence in proper order.

LEVEL II- REPRESENTATIONAL

(may be adapted for Level III - Abstract)

GAME: Mail a Letter  H

MATERIALS: Envelopes with a picture of a common object, shape, or color; Mail bag (grocery bag with shoulder strap); Mail boxes (shoe) boxes on each childs' desk with "address" pasted on or inside of a sectioned carton with address labels)

GENERAL DIRECTIONS: Assign an "address" to each student. Children write lette to each other, address them accordingly, and mail them in mail box. Mail delivers.

	1.1 RECOGNITION	1.2 DISCRIMINATION
COMMON OBJECT	Use common object addresses. Ask a child to calloff all the addresses in the mail bag for another child who sorts.	Child sorts letters into appropriate boxes. Use common object addresses.
SIZE	2.1 As above--use different size addresses.	2.2 As above--use size
SHAPE	3.1 As above use different shapes	3.2 As above and use shape.
COLOR	4.1 As above, or below; use different colors.	4.2 As above--use color
COMBINATION	Use a mixture of size, shape and color (ie a big red △ , a little blue △ , and a little blue ○). Conduct a "mail call". One student reads addresses from mail bag. Other students respond when their addresses are called.	As above--use mixture

1.3 RECALL	1.4RECONSTRUCTION
Use only 3 addresses. Assign one address to 3 children by giving them their addresses on cards. Mailman looks at the addresses. Then addresses are hidden and he must delivery correctly.	Letters are "accidentally" cut in half in one of the P.O. machines. Mailmen must match them up and deliver correctly.
2.3 As above use size	2.4 A series of envelopes with varying size drawings of stamps are arranged in order. The child duplicates the order.
3.3 As above use shape.	3.4 Same as 1.4. Use shape
4.3 As above--use color	4.4 Same as 1.4 Use color
As above-use mixture.	ame as 1.4--use mixture

LEVEL II - REPRESENTATIONAL

(may be adapted from Level III - Abstract)

GAME: Mon Chapeau

MATERIALS: Paper hats [Construction paper] [wrapping ribbon or crepe paper] Decorations: flowers (different sizes & colors), feathers; pictures; letters; words; glue

DIRECTIONS: Children decorate hats as verbally specified by them, teacher tape, fellow student, or visually by a chart in learning center.

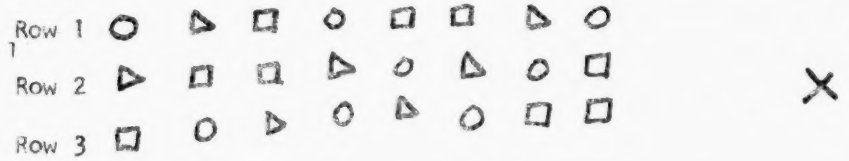
	RECOGNITION	DISCRIMINATION
COMMON OBJECTS	1.1 T: Name for me all the things you have glued on your hat! (or bonnet)."	1.2 Give each child a magazine. "Can you find an eye in your magazine? If you can, paste it on!" Continue with car, flower, chair, etc.
SIZE	2.1 T: Tell me the sizes--big, medium, or little--of the things you pasted on your hat.	2.2 As above--"Can you find something big (medium, little ...."
SHAPE	3.1 T: Tell me the names of the shapes you pasted on your bonnet.	3.2 As above-- "...something round (square, triangular)..."
COLOR	4.1 T: Tell me the colors of the things you pasted on your hat.	4.2 Provide a box of feathers in a mixture of 9-12 colors Use a chart to give directions: red blue brown Make a hat of or Make a hat of black pink yellow
COMBINATION	Have a fashion show. Announcer describes the hat of each model. (ie "And here we have Suzie wearing a hat of big red triangles and little orange circles). Children take turns being models and announcer.	Provide a box of long, medium and short ribbons of different colors. Use a chart to give directions as above.

1.3 RECALL	1.4 RECONSTRUCTION
Teacher holds up pictures of 3 different common objects. Children look and then close eyes. Teacher removes one picture. Child pastes on his copy of that picture	Provide a box of pictures that have been cut in half. If child can find the 2 halves to a picture, he may paste it on his hat.
2.3 As above--use size	2.4 A paper hat has a band of painted flowers of a different size. The child is given a similar hat and crayons to duplicate band.
3.3 As above--use shapes	3.4 As above--use band of different shapes.
4.3 As above--use color	4.4 As above--use band of different colors
As above--use mixture	As above--use band mixture

REPRESENTATIONAL AND ABSTRACT

MOTHER MAY I

Materials: Paint; glue, (or lay on the classroom floor or playground) pictures, shapes, letters, or words. Place them in rows -- one row for each youngster playing i.e.



General Directions: "Mother" stands at X and gives directions, "M": "Suzie, you may move to the the closest circle." S: "Mother, may I move to the circle?" M: " Yes, you may." If Suzie forgets to say "Mother, May I?", she moves backwards to the closest circle or the end of the line.

Variations: May be made by combining any dimension with any step below:

Dimensions	Steps
Common objects - use pictures of	Recognition - Give verbal names as above "You may move to the next one if you can say it."
Size - Use pictures that compare sizes	Discrimination-Have Mother hold up picture of item that player may move to.
Shape - Use shapes as above	Recall-Mother holds up picture (or word) and then hides picture. Child must recall picture in order to move -- and must say "Mother May I?"
Color - Use all one shape but different colors	
Combo - Vary object, size, color, shape	

LEVEL III- ASSTRACT
(may be adapted to Level II - Representational)

K

GAME: Hop-A-Lot (or Jump-a-Lot)

MATERIALS: With chalk or paint draw this form on the blacktop or floor Fill in squares according to directions below. Put only one letter (picture) in a square. Do not repeat letters (or pictures).

GENERAL DIRECTIONS: Children take turns hopping (with one foot or jumping with according to directions below. Next turn of a player begins where his last turn ended.

	1.1 RECOGNITION START ↓	1.2 DISCRIMINATION
Common Objects	Fill squares with any letters that will make words (see reconst). Child jumps in each square whose letter he can name. Turn is over when he doesn't know any more letters or steps on a line. If jumping and naming have been 100%, he moves →	Keep squares the same as START. Child jumps in each square that other player names. Turn is over when player misses in letter discrimination or jumping. If 100%, →
Size	2.1 Fill squares with different sizes of same letter. Child calls out if he is hopping on a big, medium or little letter. Hopping continues until hopping or naming error. No errors moves on →	2.2 Keep squares the same as START. Child jumps in each square that other player names (ie "big a", little a") Turn is over when player misses in size discrimination or jumping. If 100%, →
Shape	3.1 Fill squares with nonsense syllables. Child reads syllable he has jumped on.	3.2 He jumps on nonsense syllable someone else names.
Color	4.1 Fill squares with different colors of same letter. Child calls out letter & color as he jumps (i.e "red b"). Play continues until he misses in jumping or naming. If 100% →	4.2 Keep squares same as START. Child jumps in each square that other player names (ie "Blue g"). Turn is over when player misses in color discrimination or jumping. If 100%, →
Combination	Fill squares with 3 letters in 3 different colors, & 3 different sizes. Child names letter color and size as he hops in each square. Play ends when he misses in hopping or naming with 100% he goes on to →	Keep squares same as START. Child hops in each square that other player names (ie big, orange s). Turn is over when player misses in hopping or discrimination. If 100%, →

K

RECALL	RECONSTRUCTION
1.3 Keep squares the same as START. Other player hops a pattern (ie B,N,I). Player must copy pattern. This procedure continues until 3 patterns of 3 are copies correctly. If 100%, ⟶ 2.3	1.4 Keep squares the same as START. Player hops words (ie sad, bet, sit, men) until he misses footwise or wordwise. Game ends when words run out. a m t s e d b n l 2.4
Keep squares the same as START. Other player hops a pattern (ie a,A,a). Player must copy pattern. This procedure continues until 3 patterns of 3 are copies correctly. If 100%, ⟶	Keep squares the same as START. Player hops in order of size sequence (aaa, aaa, AAA or aaA, aaA,A, for beginner, aaaaaAA for advanced).
3.3 One player jumps on 3 different nonsense syllables. Player must copy his sequence of jumps. 4.3	3.4 X
Keep squares the same as START. Other player hops a pattern(ie blue c, red c, orange c). Player must copy pattern. This procedure continues until 3 patterns of 3 are copies correctly.	4.4 X
Keep squares the same as START. Other player hops a pattern. Player must copy pattern (ie, little purple S, medium orange r, big red r). This procedure continues until 3 patterns of 3 are copies correctly. With 100% move ⟶	Keep squares the same as START. Player hops in order of size sequence: r r r, s s S, t t t, or rst, rst, rst.

LEVEL III- ABSTRACT

L

GAME: Market Bag

MATERIALS. boxes and cans of food (empty or full). Shapes, sizes and colors of boxes and cans themselves can be used for concrete adaptations. Pictures of products on labels can be used for representational adaptations (if labels are too cluttered use teacher-made labels.) Letters on labels will be used in directions for symbolic lesson given here. Optional: bags, shopping cart, market center, price stickers.

DIRECTIONS: Child uses initial letter of item (or single letter, if teacher-made label) to follow directions

	RECOGNITION	DISCRIMINATION
COMMON OBJECTS	1.1 Child goes to market and selects the things he wants. Checker must call off initial letter of each item. Then switch roles.	1.2 Teacher or children make out shopping lists. Children take them to store and fill them.
SIZE	2.1 Use Labels with Big, little, and medium letters. Child unpacks his bag at home and names of size of letter.	2.2 A sale is on: Clerk must mark with a little sale sticker all cans with a particular size letter.
SHAPE	3.1 X	3.2 X
COLOR	4.1 Use labels with different colors of same letter. Child calls off to clerk the particular items he sees and wants.	4.2 Clerk fills order as called off by shopper in 4.1
COMBINATION	As above, use labels with different letters of a mixture of size and color.	As above, with mixture.

RECALL	RECONSTRUCTION
1.3 Items are in bag and have been made visible. One or two are taken out. Child is asked to name letter label of item(s) still in bag.	1.4 All labels have accidentally been cut in half. Child must reconstruct.
2.3 As above, use different sized letters on label.	2.4 As above, use different sizes.
3.3 X	3.4 X
4.3 As above, use different colors.	4.4 As above, use different colors.
As above, use combination.	As above,use mixture.

ABSTRACT LEVEL
RECALL AND RECONSTRUCTION

LICENSE PLATE GAME

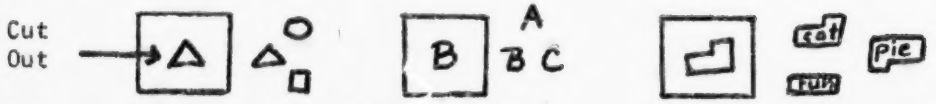
Materials: On light blue paper the size of a license plate write 3 letters and 3 numbers with orange pen or crayon.
Picture of a car cut into 5 to 10 pieces.

General Directions: "It" hides his license and asks class or partner to guess what it is. On the board or on a piece of paper he (or teacher) writes down their correct guesses in the right position (much like the word game Hangman). With each wrong guess, child receives a piece of the puzzle. Object: to get the whole puzzle before class has guessed entire license plate.

Variations: Class may be shown license plate and then told to recall.

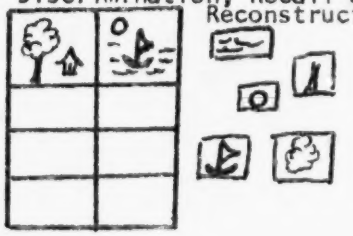
LEARNING CENTER ACTIVITIES
CONCRETE AND REPRESENTATIONAL

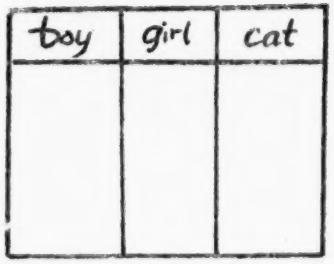
1. Fill the Spaces (Discrimination)

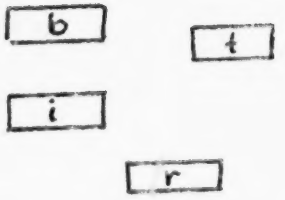


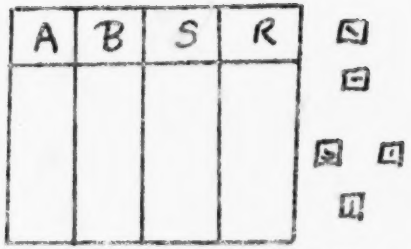
REPRESENTATIONAL AND ABSTRACT
Discrimination, Recall and Reconstruction

2.









Cut up parts of letters

3. SORTING

Items to sort: bits of paper (in different colors and shapes and sizes) macaroni, marbles, nuts, paper clips (big, little, copper and nickle), yarn (different colors, thicknesses, colors) crayons, buttons

Containers for sorting: egg cartons; yogurt cartons, cottage cheese, or plastic cartons that have been labeled; sectioned cardboard box labeled

Optional: rims for glasses to be worn while carrying on this important task.

z

LEARNING CENTER ACTIVITIES (continued)

CONCRETE LEVEL
(Discrimination)

4. Nuts and Bolts Center

Nuts & Bolts Recipe		
½ cup		rice chex
¼ cup		wheat chex
¼ cup		pretzels
¼ cup		cheerios
¼ cup		nuts

Measure and mix together in a baggie

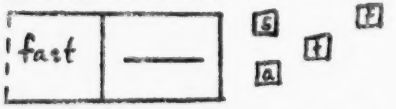
1) Make one recipe of nuts and bolts.
2) From your nuts and bolts
   Eat 1 rice chex
   Eat 3 nuts etc
3) Eat the rest or take it home

VARIATION: "Gorp": Equal parts
M&M;s (specify color)
Nuts
Raisins

5. REPRESENTATIONAL AND ABSTRACT
(Discrimination)

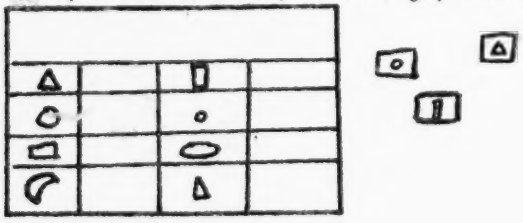
Children cut pictures, letters, shapes (or words, sizes) to match their own design or from magazines); cut out pictures are then pasted under categories on hangers

6. (Reconstruction)



This section folds back and can be hidden

7. (Discrimination) matching pictures



Variations : with pictures of common objects, letters words.

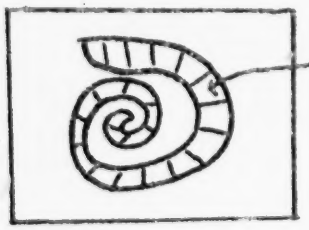
LEARNING CENTER ACTIVITIES (cont)
CONCRETE LEVEL
Discrimination

8. Pack the Yarn

matching yarn length attached inside lid

Pack longest string in the biggest box, continue matching down to the smallest string in the smallest box.

9. Discrimination



each space a different color or each containing different picture, shape, letter, word

make a spinner with one of each attribute you plan to use on the game board

Spin to see where you go. Use markers to match attribute in game (i.e. if game is used as a color game, each player receives a different colored marker.) Player gets to move to second like attribute if he spins his own. At end of game, player must move backward if the correct attribute does not lie ahead.

Category: Birds

Concrete (models) Representational (pictures of birds) Symbolic (initial consonant or name of bird on a card)

Collect: Models or pictures of sea gulls, blue jays, parrots, crows, owls, ducks, chickens, eagles, humming birds, penguins, robins, bluebirds, sparrows, cardinals, storks, ostriches, woodpeckers (optional) nest, bird house, perch

Common Object	Use one each of several different kinds of birds.
Size	Use big, medium, and little of one kind of bird.
Shape	X
Color	X
Combination	Use big, medium, and little of different kinds of birds.

Category: Clothing

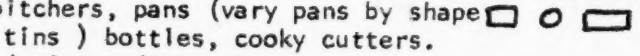
Concrete (actual clothing) Representational (pictures of clothing) Symbolic (beginning letters or entire word)

Collect: hats, caps, earrings, bracelets, necklaces, scarves, glasses, barrettes, blouses, shirts, ties, aprons, dresses, belts, trousers, jackets, coats, shoes, socks, slippers, rings (vary size and color according to type of lesson)
(optional) suitcase, clothes basket

Common Objects	Use one each of the items you have from the above list.
Size	Use adult and children sizes of each item.
Shape	X
Color	Use different colors of the same item (i.e. brown jacket, a blue jacket, a white jacket, and an orange jacket)
Combination	Use 2 to 4 samples of each item, varying color and size (i.e. large red shoes, small blue shoes, small red shoes, large blue shoes.)

Category: Dishes

Concrete (actual object) | Representational (picture of) | Symbolic (initial letter or word)

Collect: In different sizes and colors: cups, saucers, plates, bowls, forks, knives, spoons, glasses, jars, pitchers, pans (vary pans by shape  i.e. cookie sheets, pizza pans, pie tins) bottles, cooky cutters.
(optional) dish drainer, dish tub

Common Objects	Use one each of 3 to 10 from above collection.
Size	Use big and little and if possible medium sizes of 3 to 10 from above.
Shape	Use round, square, and rectangular pans.
Color	Use different colors of the same dish (i.e. red bowl, blue bowl, and clear bowl). Size, shape should remain the same.
Combination	Use 2 to 4 samples of each dish, varying color <u>and</u> size (i.e. large brown spoon, little silver spoon, medium red fork)

Symbolic

Categories: Letters and Numerals

Common Objects	3 dimensional letters (or numerals) all of same color and size
Size	letters (or numerals) printed on cards, all of the same letter and color
Shape	letters (or numerals) printed on cards, all of the same letter and size
Color	X
Combination	letters (or numerals) mixed in color, size, and particular letters, printed on cards

Concrete (actual objects) Representational (pictures of objects) Symbolic (initial consonant or word printed on card).

Category: Tools

Collect: in different sizes and if possible in different colors (i.e. red, handle, blue handle, silver, brass) hammers, nails, screws, wrenches, nuts, bolts, lumber, pliers, file, screwdriver, saw, drill and bits, sandpaper, paint brushes
(optional) tool kit

Common Objects	Use one each of several different tools. Keep size and color the same.
Size	Use big, little, and medium of some tool keep color the same.
Shape	X
Color	Use different colored tools of the same type and size (i.e. little hammer with a red handle, one with a yellow handle, and one with a brown handle; a brass screw and a silver one of the same size).
Combination	Use 2 to 4 different tools (i.e. saw, hammer, pliers). For each tool include samples of 3 different colors and sizes (i.e. big, blue handled screwdriver; little, yellow handled screwdriver; and medium, green handled screwdriver).

Representational (picture or drawing) or Symbolic (letters or words)

Category: Post Office

Collect and make: Envelopes with a picture of a common object, drawing of a geometric shape, letter of the alphabet, or word in the address position of each. Use a variety of sizes and a variety of colors of "addresses" (i.e., a large red circle and a little red circle, a yellow house and blue house.)

Mail bag (grocery bag with shoulder strap)

Mail boxes (shoe boxes on each child's desk with "address"pasted on or the inside of a sectioned carton with "address" labels.

Common Objects	Use different common objects.
Size	Use sets of envelopes whose addresses vary only in size (i.e., an envelope with a long orange line, one with a medium orange line, and one with a short orange line; a big tree tree and a little tree but both of the same shape and color)
Shape	Use sets of envelopes whose addresses vary only in shape (i.e., a purple moon, purple rectangle, purple circle all of about the same size.)
Color	Use sets of envelopes whose addresses vary only in color (i.e., an envelope with a yellow balloon, one with a red balloon, another with a pink--all of the same size and shape; different colored V's , different colored F's.)
Combination	Now use a mixture of size, shape, and color (i.e., a big red L, a little blue L, and a big blue L; a little face with blue eyes, a medium-sized face with brown eyes, a little face with green eyes, a big face with brown eyes.)

Concrete (models of objects) Representational (pictures of objects) Symbolic (initial consonants or words printed on cards)

Category: Trains

Collect: In different colors and sizes engines, coach cars, coal cars, box cars, tank cars, flat cars, gondola cars, piggy-back cars, dining cars, cabooses (optional) track

Common Objects	Use one each of several different types of cars.
Size	Use big, little, and medium samples of one kind of car. Keep color the same.
Shape	X
Color	Use different colored samples of one kind of car. Keep size the same.
Combinations	Use 2 to 4 different kinds of cars. For each kind include samples in different colors and sizes.

Dear teacher, now that you're familiar with the developmental sequencing for perception lessons, try a theme of your own! Here's the space for mapping it out.

	Recognition	Discrimination	Recall	Reconstruction
Common Objects				
Size				
Shape				
Color				
Combination				

OBJECTIVES FOR VISUAL PERCEPTION TASKS AND DESCRIPTION OF INSTRUCTIONAL MATERIALS

by
Cara B. Volkmor
Anne L. Langstaff
Ron Chan
Jackie Bolen

To the Teacher: Each visual perception task shown in the filmstrip has been specified in behavioral terms and matched with appropriate instructional materials. Following the objectives are abstracts of the instructional material shown in the filmstrip, plus additional examples of materials.

Each objective is referenced according to filmstrip frame number and learning step number. Learning step numbers are matched to those used in Assessment Guide and Training Games and Activities. Also included are descriptions of appropriate teacher-made materials.

Space has been left for you to write in materials of your own (commercial and teacher-made) which you find useful for a specific objective.

The following pages give the full name and address for publishers of all commercial materials used. Prices of materials are not included, since they are subject to change.

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	CODE
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TACTILE AIDS FOR THE BLIND, INCORPORATED 2625 Forest Avenue Des Moines, Iowa 50311	(TAB)
TEACHING RESOURCES 100 Boylston Street Boston, Massachusetts 02116	(TR)
WARRENS EDUCATIONAL SUPPLIES 980 West San Bernardino Road Covina, California 91722	(WARREN)

LEVEL I-CONCRETE

(All materials are three-dimensional)

Filmstrip Frame No.	Step No.		OBJECTIVE
	1.0	COMMON OBJECTS	
8	1.1	RECOGNITION	Given a familiar object such as a doll, the child can name 3 of the following 5 parts correctly. (Eyes, nose, mouth, arms, legs.)
		COMMERCIAL MATERIALS	AGS Peabody Language Kit Level P Playskool Dapper Dan No. 4500 DLM Body Puzzles Playskool Dressy Bessy
9	1.1	RECOGNITION	Given the following four pieces of fruit, the child can name three, (orange, apple, banana, lemon).
		COMMERCIAL MATERIALS	AGS Peabody Language Kit Level P Lakeshore Play Fruit Assortment SBC Sensory Perceptual Learning Set 2-C
10	1.1	RECOGNITION	Given a wooden three dimensional house frame, the child names three of the following four parts, (roof, chimney, windows and door).
		COMMERCIAL MATERIALS	TAB House Set DLM Stencil Boards Farm & Transportation
		TEACHER-MADE MATERIALS	
11	1.2	DISCRIMINATION	Given a mixed selection of three macaroni shapes or forms, the child correctly sorts all of the pieces according to shape.
		COMMERCIAL MATERIALS	
		TEACHER-MADE MATERIALS	Concept box -(SORT) Nine Different Sizes and shapes of macaroni totaling approximately 200 pieces

Filmstrip Frame No.	Step No.		OBJECTIVE	
12	1.2	DISCRIMINATION	Given an assortment of objects (washers, nails, chips, pebbles) the child correctly matches all like objects.	
		COMMERCIAL MATERIALS	Ladoca Ideal	Counting Pan and Discs Objects that Rhyme
		TEACHER-MADE MATERIALS	_____ _____	_____ _____
13, 14	1.3	RECALL	Given four familiar objects (fork, balloon, straw, and bead) in an array, the child can name each object. He can recall and name each object when hidden one at a time.	
		COMMERCIAL MATERIALS	_____ _____	_____ _____
		TEACHER-MADE MATERIALS	Use familiar household items e.g., fork, bowl, ball, knife, glass, etc.	
15	1.4	RECONSTRUCTION	Given a random series of four house frames, varying in complexity, the child can order the frames sequentially.	
		COMMERCIAL MATERIALS	TAB	House Set
16, 17	1.4	RECONSTRUCTION	Given a wooden puzzle, the child can insert the puzzle pieces to form the whole.	
		COMMERCIAL MATERIALS	Judy Judy	TV Repairman Puzzle Policeman
		TEACHER-MADE MATERIALS	_____ _____	_____ _____
18, 19	2.0 2.1	SIZE RECOGNITION	Given two like objects, one long and one short, the child can point to the long one. (Short one.)	
		COMMERCIAL MATERIALS	Judy Judy Cuisenaire	Candy Stick Puzzle Minne-Bars Cuisenaire Rods

Filmstrip Frame No.	Step No.		OBJECTIVE
	2.1	TEACHER-MADE MATERIALS	Use items such as straws, plastic spoons, knife, glass, etc. Concept Box--Long and Short A collection of dime-store objects (whistles, straws, plastic spoons, etc.) for recognition and discrimination between different sizes of the same object. Contained in a 11 1/2" x 7" plastic box.
20	2.1	RECOGNITION	Given two cylinders of differing heights, the child can identify the longest and the shortest.
		COMMERCIAL MATERIALS	Daigger Montessori Cylinder Blocks
		TEACHER-MADE MATERIALS	
21	2.2	DISCRIMINATION	Given a stick of a specified length, the child can select and match another stick of the same length.
		COMMERCIAL MATERIALS	Ludy Co. Gradation Kit Judy Co. Candy Stick Puzzle Judy Co. Minne-Bars
		TEACHER-MADE MATERIALS	
22	2.3	RECALL	Given two sticks, one long and one short, the child can recall and name the hidden stick (long or short) from memory.
		COMMERCIAL MATERIALS	Ludy Co. Gradation Kit Judy Co. Candy Stick Puzzle Judy Co. Minne-Bars
		TEACHER-MADE MATERIALS	

Filmstrip Frame No.	Step No.		OBJECTIVE
23	2.4	RECONSTRUCTION	Given a series of blocks gradated in size, the child can order the blocks largest to smallest.
		COMMERCIAL MATERIALS	Daigger — Montessori Cylinder Blocks MES — GEO Blocks DLM — Graduated Boxes
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
	3.0	SHAPE	
24, 25	3.1	RECOGNITION	Given three shapes, (circle, square, triangle) the child can name at least two of them.
		COMMERCIAL MATERIALS	CP — Diennes Logical Blocks MES — GEO Blocks
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
26	3.2	DISCRIMINATION	Given an assortment of three pairs of shapes, the child can correctly match the like shapes.
		COMMERCIAL MATERIALS	DLM — Lite Brite/Shape and Forms DLM — Demensional Concept Cylinders
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
27	3.3	RECALL	Given an array of three shapes (circle, square, triangle) the child can correctly name one hidden shape from memory.
		COMMERCIAL MATERIALS	CP — Diennes Logical Blocks Warren's — Attribute Blocks
		TEACHER-MADE MATERIALS	_____ _____ _____ _____

Filmstrip Frame No.	Step No.		OBJECTIVE
28	3.4	RECONSTRUCTION	Given a three dimensional shape puzzle, the child can correctly reconstruct the shape to match a completed model.
		COMMERCIAL MATERIALS	MB Blockhead Game Playskool Can of colored Blocks Playskool Playchips
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
29, 30	4.0 4.1	COLOR RECONSTRUCTION	Given four sticks of primary colors, (red, yellow, blue, green), a) the child can point to each stick when the teacher names the color b) the child can state the color name for each of the four sticks.
		COMMERCIAL MATERIALS	Daigger Cylinder Pegs CCA Cuisenaire Rods DLM Spatial Orientation and Sequence Board
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
31	4.2	DISCRIMINATION	Given an assortment of balloons, (3 red, 3 green, and 3 yellow) the child can sort the balloons by color.
		COMMERCIAL MATERIALS	_____ _____ _____ _____
		TEACHER-MADE MATERIALS	Use different colors of the same object e.g., plastic forks, paper plates, balloons, poker chips. Concept Box--Color-A collection of dime-store objects (balloons, plastic eating ware, etc.) for recognition and discrimination between different colors of the same objects, and the pairing of different objects of the same color

Filmstrip Frame No.	Step No.		OBJECTIVE
32	4.3, 4.4	RECALL & RECONSTRUCTION	After the teacher constructs a four bead color sequence (green, red, red, green) the child can recall and reconstruct the sequence.
		COMMERCIAL MATERIALS	DLM Multivariant Sequencing Beads Ideal Beads and Laces Playskool Jumbo Beads
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
33, 34		COMBINATION OF DIMENSIONS	Given a set of red shapes varying in size (small, medium and large) and varying in form (circle, square, triangle and rectangle) the child can sort a) all the large shapes b) all the medium shapes c) all the small shapes
		COMMERCIAL MATERIALS	N N Try: Task 1 Warren's Attribute Blocks (invicta)
		TEACHER-MADE MATERIALS	_____ _____ _____ _____ _____
35		COMBINATION OF DIMENSIONS	Given a wooden spindle formboard and four circles and four squares varying in color, the child can sort the shapes according to form.
		COMMERCIAL MATERIALS	Warren's Color and Shape Sorting Board Warren's Peg and Shape Board
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
36		COMBINATION OF DIMENSIONS	After viewing a model two-color pattern of sticks, the child can recall and reconstruct the pattern.

Filmstrip Frame No.	Step No.		OBJECTIVE	
		COMMERCIAL MATERIALS	CCA	Cuisenaire Rods
			Judy	Candy Stick Puzzle
			Judy	Minne-Bars
		TEACHER-MADE MATERIALS	_____	_____
			_____	_____
37	COMBINATION OF DIMENSIONS		Given an assortment of forms which vary in size, shape and color the child can isolate (select) a) all the circles b) all the yellow shapes c) all the little shapes	
		COMMERCIAL MATERIALS	CP	Diennes Logical Blocks
			Warren's	Attribute Blocks (Invicta)
			Lauri	Parquetry, Rubber
		TEACHER-MADE MATERIALS	_____	_____
			_____	_____

LEVEL II - REPRESENTATIONAL

(All materials are pictorial)

1.0 COMMON OBJECTS

38, 39, 40	1.1	RECOGNITION	Given a picture depicting an object familiar to the child, (e.g., a boat) the student can name the various parts of the object.	
		COMMERCIAL MATERIALS	AGS	Peabody Pictures Level 3
			Instructo	Everyday Pictures
41	1.1	RECOGNITION	Give a colored picture illustrating five pieces of fruit, the child can name three of them. (apple, orange, banana, cantaloupe, grapes).	

Filmstrip Frame No.	Step No.		OBJECTIVE	
		COMMERCIAL MATERIALS	SBC	Fruit Sensory Perceptual Learning Picture Story Set II-C
		TEACHER-MADE MATERIALS		
42	1.2	DISCRIMINATION	Given three rows of pictures of familiar objects the child can select a picture in each row which matches the model at the left.	
		COMMERCIAL MATERIALS	FPC	Intermediate Pictures and Patterns
		TEACHER-MADE MATERIALS		
43	1.3, 1.4	RECALL & RECONSTRUCTION	After viewing a completed picture puzzle and given the pieces arranged randomly, the child can reassemble the puzzle to make a whole.	
		COMMERCIAL MATERIALS	DLM Judy Judy Judy	People Puzzle Rain Rain Puzzle Mailbox Rooster
		TEACHER-MADE MATERIALS		
44	1.4	RECONSTRUCTION	Given a stencil of a familiar object, the child can trace the outline of the object.	
		COMMERCIAL MATERIALS	DLM DLM	Stencil Boards: Farm and Transportation Animal Stencils
45	1.4	RECONSTRUCTION	Given three pictures in random order, the child can order the pictures in sequence to make a story.	

Filmstrip Frame No.	Step No.		OBJECTIVE	
		COMMERCIAL MATERIALS	MB	Picture Sequence Cards
			DLM	Sequential Picture Cards
			Ideal	Sequence Pictures for Peg Board
		TEACHER-MADE MATERIALS		
46,	2.0	**SIZE**		
47,	2.1,	RECOGNITION &		
48	2.2	DISCRIMINATION	Given two pictures of like objects differing in size only a) the child can identify the large one (the small one) b) discrimination: Given a group of pictures, some large and some small, the child can match the pictures of like sizes.	
		COMMERCIAL MATERIALS	RWPD	Goldstein Pictures
			DLM	Size Sequencing Cards
			DLM	Same or Different Size Cards
		TEACHER-MADE MATERIALS		
49	2.2	DISCRIMINATION	Given a worksheet containing rows of pictures varying in size, the child can circle the pictures of identical size in each row.	
		COMMERCIAL MATERIALS	PSAA	Mark-Away Program Units I-II
		TEACHER-MADE MATERIALS		
50	2.3	RECALL	Given three pictures identical except for their size, the child can correctly name the size of the hidden picture from memory.	

Filmstrip Frame No.	Step No.		OBJECTIVE	
		COMMERCIAL MATERIALS	CP DLM	Learning Lotto-Size Size Sequencing Cards
		TEACHER-MADE MATERIALS		
51	2.4	RECONSTRUCTION	Given four pictures of identical objects gradated in size and arranged randomly, the child can order the pictures from large to small.	
		COMMERCIAL MATERIALS	DLM	Size Sequencing Cards
		TEACHER-MADE MATERIALS	Teacher-made	Pictures of objects varying in size.
52, 53,	3.0 3.1	SHAPE RECOGNITION	Given pictures of various shapes (circle , square, triangle, rectangle and oval) the child can name four of the five shapes.	
		COMMERCIAL MATERIALS	TR DLM Warren's DLM	Fairbanks-Robinson Program/1 Level I Multimoes Shape-Up Shapes Templates
		TEACHER-MADE MATERIALS		
53	3.2	DISCRIMINATION	Given pictures of various shapes (circle, square, triangle, rectangle and oval) and matching wooden shapes, the child can match the wooden shape to the picture of the same shape.	
		COMMERCIAL MATERIALS	TR Warren's	Fairbanks-Robinson Program/1 Level I Shapes Lotto
		TEACHER-MADE MATERIALS		

Filmstrip Frame No.	Step No.		OBJECTIVE	
54	3.3, 3.4	RECALL & RECONSTRUCTION	Given a shape model, a) the child can make the same shape on a pattern board using a rubber band b) the child can make the shape from memory after the model is removed.	
		COMMERCIAL MATERIALS	TR	Directional-Spatial-Pattern Board Exercises
			Warren's	GEO Board (Visonetics)
		TEACHER-MADE MATERIALS	_____	_____
			_____	_____
55	3.4	RECONSTRUCTION	Given a four-piece picture puzzle, the pieces in a random order, the child can construct the shape.	
		COMMERCIAL MATERIALS	DLM	Shapes Puzzles
			Judy	Robin Puzzle
			Judy	Tree Puzzle
			Judy	Mailbox Puzzle
56	3.4	RECONSTRUCTION	Given a stencil of a shape, the child can trace the shape	
		COMMERCIAL MATERIALS	DLM	Stencil Boards: Farm and Transportation
			Warren's	Laminated Card Tracing Shapes
		TEACHER-MADE MATERIALS	_____	_____
			_____	_____
57	3.3, 3.4	RECALL & RECONSTRUCTION	After viewing a teacher-made sequence of pictures of shapes (circle, square, circle, square) the child can reconstruct the pattern from memory.	

Filmstrip Frame No.	Step No.		OBJECTIVE	
		COMMERCIAL MATERIALS	DLM	Shape Stamp
		TEACHER-MADE MATERIALS	Teacher-made Shape Cards	
58	4.0	COLOR		
59	4.1	RECOGNITION	Given a picture featuring objects of various colors (red, yellow, green and blue) the child can name each color.	
		COMMERCIAL MATERIALS	BPC Instructo	Colors Classification Flannel Board Set
		TEACHER-MADE MATERIALS		
60	4.2	DISCRIMINATION	Given a picture of a green (blue, yellow) object the child can select another picture of the same color.	
		COMMERCIAL MATERIALS	SFC Instructo MB	Match and Check Set Classification Flannel Board Memory Game
		TEACHER-MADE MATERIALS		
61	4.3	RECALL	Given an array of four pictures of butterflies (red, green, yellow, and blue) the child can correctly name the hidden color from memory.	
		COMMERCIAL MATERIALS	CP	Learning Lotto-Color
		TEACHER-MADE MATERIALS		

Filmstrip Frame No.	Step No.		OBJECTIVE
62	4.4	RECONSTRUCTION	After viewing a colored model, the child can color like pictures selecting colors to match the model.
		COMMERCIAL MATERIALS	Coloring Book
		TEACHER-MADE MATERIALS	
63, 64	COMBINATION OF DIMENSIONS		Given a picture of circles, squares and triangles in various colors (green, blue, red) the child can point to: a) all the circles b) all the squares c) all the green circles d) all the blue squares e) all the red triangles
		COMMERCIAL MATERIALS	TR Erie Program DLM Sorting Box and Accessories
		TEACHER-MADE MATERIALS	

LEVEL III - ABSTRACT-SYMBOLIC

(All materials are symbolic--may be either concrete or representational)

65, 66, 67	1.0.	CONCRETE & PICTORIAL LETTERS	
	1.1	RECOGNITION	Given letters of the alphabet, one at a time, the child can identify each by name.
		COMMERCIAL MATERIALS	DLM Make-A-Word Cards DLM Alphabet Cards Stein Alpha-Chest Lakeshore Instructo-3D Letters

Filmstrip Frame No.	Step No.	OBJECTIVE		
67	1.1, 1.2	RECOGNITION & DISCRIMINATION	Given five letters at one time, the child can point to the correct letter when the letter name is called	
		COMMERCIAL MATERIALS	Stein	Alpha-Chest
			DLM	Alphabet Cards
			Lakeshore	Wooden Capital Letters
68	1.1, 1.2	RECOGNITION & DISCRIMINATION	Given two or more identical letters of the alphabet in varying colors, the child can identify each letter by name.	
		COMMERCIAL MATERIALS	DLM	Make-A-Word Cards
			DLM	Alphabet Cards
			Stein	Alpha-Chest
69	1.1, 1.2	RECOGNITION & DISCRIMINATION (COMBINATION OF DIMENSIONS)	In an array of letters of the alphabet varying in size, shape (upper and lower case), color and texture, the child can group the letters which are the same and identify them by name.	
		COMMERCIAL MATERIALS	DLM	Make-A-Word Cards
			DLM	Alphabet-Cards
			Stein	Alpha-Chest
			Singer	Floor Game-Consonant Jumble.
69, 70	1.1, 1.2	RECOGNITION & DISCRIMINATION	Given letters varying in <u>size</u> (both upper and lower case) and <u>color</u> but similar in shape (e.g., m, v, w) the child can identify all letters that are the same. For example, child can select all the M's.	
		COMMERCIAL MATERIALS	DLM	Lite-Brite Alphabet Kit
			DLM	Letter Constancy Cards

Filmstrip Frame No.	Step No.		OBJECTIVE
		TEACHER-MADE MATERIALS	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
	1.3	RECALL	Given five different letters which he can identify, the child can correctly name a hidden letter from memory.
		COMMERCIAL MATERIALS	DLM Make-A-Word Cards DLM Alphabet Cards Stein Alpha-Chest
71	1.4	RECONSTRUCTION	Given cut-u parts of letters, a child can reconstruct a named letter.
		COMMERCIAL MATERIALS	MB Alphabet Puzzle Cards Warren's Cut out Letters and Figures Assortment
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
	1.3	RECALL	After being shown a letter model, the child can identify the letter among a group of other letters when model is covered.
		COMMERCIAL MATERIALS	Judy Play Trays Letters & Numerals Lauri Alpha-Space
		TEACHER-MADE MATERIALS	_____ _____ _____ _____
	3.0 3.3	WORDS RECALL	Given a printed word model, the child can identify that word among a group of similar words when model is removed

Filmstrip Frame No.	Step No.		OBJECTIVE	
		COMMERCIAL MATERIALS	MB	Sentence Building
			MB	Economo Builder
		TEACHER-MADE MATERIALS		
			_____	_____
			_____	_____
72	3.4	RECONSTRUCTION	Given a word model, and the letters in that word, the child can arrange given letters to form a word to match the model.	
		COMMERCIAL MATERIALS	MB	Link Letters
			MB	Economo Word Builder
			Lakeshore	Rubber Stamp Alphabet
		TEACHER-MADE MATERIALS		
			_____	_____
			_____	_____
	3.4	RECONSTRUCTION	Given a word model and a variety of letters, the child can choose and arrange letters to form a word to match the model	
		COMMERCIAL MATERIALS	MB	Economo Word Builder
			Warren's	Letters'N Numbers
			Warren's	Canned Alphabet
73	3.4	RECONSTRUCTION	Given a set of letters, the child can construct a named word from memory.	
		COMMERCIAL MATERIALS	MB	Economo Word Builder
			Warren's	Letter'N Numbers
			Warren's	Canned Alphabet
		TEACHER-MADE MATERIALS		
			_____	_____
			_____	_____

AMERICAN GUIDANCE SERVICE, INC.

Fruit (Peabody Language Development Kits; Level P)
Twenty-one life sized, plastic fruits and vegetables are used to teach concepts such as same and different, relative sizes, and to teach the names of the various fruits and vegetables and their colors. They are appropriate for use with slow and disadvantaged Kindergarten children, school-aged trainable retardates, lower-primary educable mentally retarded children, and for average and above 3 and 4-year-old children.

Peabody Pictures (7" x 9" Stimulus cards from Peabody Language Development Kits; Level # 3-M. A. 7½ x 9½).
Full color, 7" x 9" cards depicting common objects are effective in vocabulary building and in stimulating associative thinking. The 214 cards are lithographed on triple-laminated card stock and plastic coated; they are also available at three other levels in the Peabody Kit program.

PAUL S. AMIDON AND ASSOCIATES, INC.

Mark Away Program, Units I and II (Marian F. Calway, PhD.)
Two units of study exercises relating to the skills involved in reading (Unit I) and Modern Mathematics (Unit II) provide practice in the specific problems encountered by the mentally handicapped, culturally deprived, or regular pupil from readiness through third grade level. Each unit contains eight sets (from Readiness-A through 3-B) of twenty exercises, each correlated to a specific skill or skills listed on the Lesson Identification Sheet for that level. The program is thus designed to deal with individual problems through independent deskwork in a non-consumable format: the exercises are printed on 12" by 10" cards which are inserted into a transparent plastic case to be worked and then erased. A pad of progress graphs and a Teacher Guide Sheet are included in each set.

BOWMAR PUBLISHING CORPORATION

Fruit: Sensory-Perceptual Learning 2 from the Picture Story Sets in the Bowmar Early Childhood Series.
Eight 18" x 16" full-color photographic reproductions of objects and concepts known or learned about in pre-kindergarten or kindergarten classes. Flexible teaching suggestions are printed on the back of each picture. The Early Childhood Series includes 30 picture books, 30 long-playing records, and 9 sets of pictures, covering the areas of Self-concept, Perceptual Awareness, and Communication/ Reasoning Skills.

Colors is one of thirty titles in the Bowmar Early Childhood Series, a collection of books, recordings, and large pictures especially designed for young children and emphasizing positive self-image (part I), motor-perceptual development (part II), and intellectual growth (part III). The storybooks contain only one line of large-type print and a full-page, full-color photograph or artist's painting per double-page spread. Recordings include the complete text from the storybook plus related enrichment materials in the form of songs and poetry. Also available are 72 16" x 18" full-color photographs correlated for use with the series. Colors presents the often-overlooked beauty, variety and excitement of the live world of color surrounding children.

CREATIVE PLAYTHINGS, INC.

Diennes Logical Blocks
A set of 48 plastic geometric blocks varying in four ways: size, thickness, color and shape provides experience in the distinguishing of attributes and carrying out logical operations involving conjunction and disjunction, intersection and union.

Magnefraction Pies
7" rubber discs in various colors with magnets attached to the back. Used to teach fraction concepts, whole, half, third, quarter, etc.

Learning Lotto-Color
The set consists of six large backgroumd boards (9" x 6") each with six butterflies showing differences in the various dimensions of color: hue, intensity and value; plus thirty-six playing cards (3" x 3"). The game is available only as a part of Learning Lotto Set 1: Negative and Positive Discrimination, Color Discrimination and Geometric Pictures.

Learning Lotto-Size
One of nine games providing a wide range of sorting and matching experiences for children, ages three to six. The set consists of six large backgroumd boards (9" x 6") showing objects in two or three scales, plus thirty-six playing cards (3" x 3"); and exercises in visual discrimination of size distinctions. A teaching guide includes suggestions for variations of the game to be played by as many as six children or as few as one. The game is available only as a part of Learning Lotto Set 3 (Size, Shape, Color and Position).

CUISENAIRE COMPANY OF AMERICA, INC.

Cuisenaire Rods
155 three-dimensional wooden rods of varying color and length employed to teach essential mathematical concepts from pre-school through junior high. The rods may be used by either large groups or individuals in remedial work and tutoring. The rods (in the Study Kit: the teacher's guide to the use of Cuisenaire Rods) are accompanied by 50 Activity Cards each exploring a mathematical idea, a Guide Book introducing the concepts, terminology, and techniques of both modern math and traditional math, plus The Number Song, a 7" record to teach number names to preschoolers.

DEVELOPMENTAL LEARNING MATERIALS

Lite Brite plus Shapes and Forms Accessory Kit
An extension of the pegboard method, in which by puncturing a thin black paper held between 2 plastic sheets, a light within the box shines through the various colored pegs, or through the shapes and forms that fit into the peg holes. Holes are on ¼" centers, and consecutive lines are staggered, making adjacent pegs almost touch.

Multivariant Sequencing Beads
Set includes two each of 60 differently-characterized beads categorized according to form, size and color. Geometrically, the beads are: cube, sphere, right circular cylinder, and right equilateral triangular prism. Each of these four geometric forms is supplied in three different sizes (1/2", 3/4" and 1"). Each of the five colors (red, blue, yellow, orange and green) is represented twice in each form and size combination. Also included are four 24" black laces, plastic-tipped for easy insertion through the beads.

People Puzzles
Eight puzzles on thick super-board help children recognize parts of the body and relate these parts to the whole. Printed in full-color with water-repellent coating, the puzzles are designed so that every piece is an essential, identifiable part of the person; they are assembled by organizing these parts into a whole rather than by fitting together uniquely contoured pieces. The completed puzzles measure 11" x 8½" and include the faces of a baby, brother, sister, father, mother, grandfather, grandmother, and a full boy on roller skates.

Stencil Boards: Farm and Transportation
Twelve 8½" x 8½" stencil boards designed to provide early success experiences in the drawing of familiar objects, but also to be used in matching exercises for children. The boards provide both stencils and the cut-out shape, made of thick super-board and faced on both sides with white poly. The purpose is said to be to provide (1) a task, (2) a goal, (3) a known procedure, and (4) a perfect execution. The child may trace the inside of the stencils, and then match their drawings to the corresponding cut-outs. This kit contains stencils of familiar farm and transportation objects; while others contain Shapes, Animals and Seasonal Objects.

Shapes Puzzles
Twelve puzzles for identifying shapes and building form concept are printed in various primary colors , water resistant, and mounted on thick board. The shapes are cut into several simple patterns which assembled one way may form a large form, and assembled another way will result in a smaller version of the same form. Also, a pair of identical circles are cut into two different patterns revealing how the same image may be divided differently and yet be assembled into the same whole. Color identification is also stressed.

Size Sequencing Cards
A colorful set of 30 4" x 4" cards of heavy tag stock present five different drawings , each in six graduated sizes. Accompanying these drawings are 30 caption cards , the captions are also in six graduated sizes. The five objects presented and captioned in six sizes are a frog, a bell, a guitar, a bench, and a key.

Graduated Boxes
Set of 8 brightly colored Graduated Boxes may be stacked to form a tower about 16" high or nested in the 3" x 3" x 3" largest box. Each box has a recessed bottom in which the next smaller box rests when stacked. These boxes can be used in exercises involving: size and color discrimination, size and color sequencing, motor control (stacking and nesting), size description concepts (larger, smaller, in-between), and relations-in-shape concepts (inside, outside, top, bottom, under, beside, open, closed, up-side-down, etc.).

Letter Constancy Cards
This assortment of 238 cards is a most versatile basic set of manuscript letters. The 1½" x 2" Letter Cards are printed on 4 different colored tag stocks on both sides in a variety of colors and print sizes. The primary purpose of the Cards is to teach the concept that the basic alphabet remains constant, despite the change in color, type, size, background and upper or lower case print. Twelve word cards are included for primary aid and incentive. Instructions are also provided.

Make-a-Word Cards

This DLM word building set has been designed to aid in simple identification and placement of lower case letters to form words. The 240 letters are 1" x 1", printed in green on heavy yellow tag board stock, a departure from the drabness of previously available sets. There is also a better ratio of letters to help eliminate the shortage of certain letters right in the middle of the spelling of a word. As an aid to individualized usage of this set, 18 3" x 5" word cards printed on both sides with a picture and name of a particular object are also included. The letters and cards come in a large, sturdy, two-compartment box with instructions.

Alphabet Cards

These three sets of Alphabet Cards printed on coated, sturdy, regular sized playing card stock are intended to teach equivalence of different letter forms in symbolizing the same sound. A complete series of capital and lower case letters for three different kinds of alphabets are included, a total of 156 cards. The three alphabets are Manuscript, Printed and Cursive. Directions are also included.

Same or Different Size Cards

The size cards allow the student to look at one of the two-card sets and decide if the item pictured on both cards is the same size or if the sizes on one card are different. This series contains 30 4½" x 2 3/4" colorful cards printed on heavy stock. Instructions are included.

Multimoes

Multimoes is a shape recognition and matching game. The matching of multimoes cards can be done on a color basis (there are 10 different colors), shape (there are 8 shapes), shape orientation (vertical or horizontal), size (large or small), or various combinations of these factors. Instructions for use are included in the sturdy box together with the 40 colorful cards, 2" x 3", printed on heavy card stock.

Clear Stencils

Use of stencils provides training in the visuo-motor skills and provides exercises for the student who has difficulty differentiating background from foreground. With Clear Stencils the background is visible so this perception is required. These 5 see-through Stencils, a square, line, diamond, triangle, and circle, all in an 8½" x 8½" overall size, can be used effectively for superimposing or overlapping design upon design and especially in the teaching of form and the perspective orientation of basic geometric shapes. Instructions are included with each Stencil set.

Animal Stencils

Rabbit (lying down), baby chick, turkey, bird (in flight), rabbit (sitting up), dog, lamb, rooster, fish, cat, pig, hen.

Dimensional Concept Cylinders
Set of 40 wood right circular cylinders is color cued. The variations within each subgroup of 10 cylinders are: Yellow (constant diameter, varying height), Green (varying diameter, constant height), Orange (diameter and height varying directly), Purple (diameter and height varying inversely). Instructions accompanying this set of Dimensional Concept Cylinders suggest uses with both younger and more advanced students varying from simple categorizations according to color to a study of the subtle effects of simultaneous variation in height and diameter.

Spatial Orientation and Sequencing Board
The set consists of: a clear-finished 1-inch maple Board with 50 holes on 2-inch centers, two removable legs, 60 2-inch wooden pegs (12 each of 5 different colors), and 55 white plastic rings. The Board may be used flat or in either a 30° or 60° semi-vertical position.

Sequential Picture Cards I
There are five sets of six cards each in this series. The student is asked to arrange them according to activity sequence. There is one complete series of a little boy riding his bike. Other series are: girl preparing to go to sleep, going to school, a mother's daily work, and playing outside. The cards measure 2 3/4" x 4 1/2" and instructions are included.

Sequential Picture Cards II
This series comprises the concept of very basic sequential patterning with 10 sets of 3 cards each. The cards are simpler and larger (6" x 5 ½") than Sequential Picture Cards I, making them ideal for beginning practice in sequencing. They are printed on heavy stock, varnished and boxed, complete with instructions.

Sorting Box and Accessories
This wood Sorting Box Kit is designed to promote learning in the areas of: (1) color matching, including differentiation between subtly different colors, (2) numbers as one-to-one matching, (3) numbers in terms of matching a numeral with a group of pictured objects, the numerals being posted horizontally in sequence 1,2, through 10, (4) an adaptation of (3) in which the numerals 1 to 10 are posted horizontally in random order. In operation, one of three code strips is positioned in a slot at the rear of the sorting box. The information on this code strip serves to identify each of the 10 slots in the top of the sorting box through what he considers to be the proper slot. The kit includes a hinged-lid sorting box approximately 18" x 6¼" x 3¼", three code strips, 20 tiles for number work, and two sliding-top wood storage boxes for storing color tiles and number tiles separately from each other and in a specific order if desired. The student takes the group of titles given him and sorts them, placing each in the sorting box through what he considers to be the proper slot.

Large Body Puzzles
Printed in color on heavy board stock and measures approximately four feet tall when completed. The Boy Puzzle is die-cut into 31 pieces; the Girl Puzzle has 25 pieces, making it slightly less difficult to assemble. The puzzle cuts have been chosen to emphasize inter-relationshops among body parts. Several types of solution clues, each with its own contribution to body concept are: matching of the color of the clothing, recognition of body parts such as the eyes, nose, toes and discerning the size and shape of less easily identified parts such as sections of the arms and legs. Each puzzle comes sturdily boxed with a 5½" x 10" photo of the finished form.

Shape Stamps
The 12 1" square molded-handled rubber stamps bear the shapes of a triangle, circle, hexagon, asterisk, diamond, rectangle, X, bar, line, star, pentagon, cross, and square, and come boxed with instructions. The Stamps are mounted on clear plastic bases which allow the student to see what design he is using. They may be used for simple shape identification, behavior modification, grading, or may be assigned numerical or letter value.

A. DAIGGER AND COMPANY, INC.

Montessori Cylinder Blocks: First and Second
Two contour hardwood blocks, each with ten wells to accept the ten knobbed wood cylinders that are included. There is only one right place for each of the twenty cylinders, so that the child may work, and correct his errors, by himself. The first cylinder block contains cylinders of all the same height and with varying diameters. The second cylinder block contains cylinders of the same diameter, but with varying heights. The blocks each measure 18" x 3" x 2½", and develop the sense of touch, sharpen the sense of sight, and teach discrimination of sight and form.

Cylinder Pegs (Designed By Barbara Dorward)
Twenty-four pegs and twenty-four cylinders in six different colors, to be matched and then lined up in the peg board according to color. The set develops the identification and matching of colors as well as the hand coordination required to fit the pegs into the cylinders and the cylinders into the peg board.

FOLLETT PUBLISHING COMPANY

Intermediate Pictures and Patterns (Marianne Frostig Developmental Program in Visual Perception)
The second of three workbooks that represent the core of a three semester program to help develop the following visual perception skills: (1) Perception of position in space, (2) perception of spatial relationships, (3) perceptual constancy, (4) Visual-motor co-ordination, and (5) figure-ground perception. Each of the books

contains step-by-step sequentially developed exercises beginning with the simplest of physical exercises and ending with the creative problem solving of more complex visual perceptual problems. The three teacher guides include complete instructions for administering the student exercises (including objectives, presentation and skills involved). Acetate overlays to be placed over the exercise pages allow the student to trace each exercise to develop muscular co-ordination. The pages in the workbooks are perforated. While the back cover contains a Student Record to indicate areas of difficulty and remediation. Erasable acetate overlays come in envelopes of 15 or packages of 100.

IDEAL SCHOOL SUPPLY COMPANY

Sequence Pictures for Peg Board
Set includes 4 colorful picture cards for each of five stories to be placed in a logical sequence on the peg board. Printed on 7" x 6" white tag. (No. 2713)

Objects that Rhyme
Twenty toy models of everyday objects that rhyme, such as house-mouse, sock-block, etc. Children recognize sounds of words as they arrange the objects. (No. 2962)

Pegs-Sticks-Beads-Blocks
1" wooden beads--Spheres, cubes, cylinders
No. 3638 -- 500 assorted forms, 6 colors
No. 3637 -- 144 assorted forms, 6 colors
No. 3639 -- 100 assorted forms, 6 colors, plastic box
6 laces.

INSTRUCTO PRODUCTS CORPORATION

Classification helps develop skill in classifying objects by color size, use, number, appropriate store, etc. Includes 4 store fronts and over 20 objects.

Everyday Pictures
Ten large boards each show four comparative photographs plus a story on one topic to motivate discriminatory discussion. Printed on a glossy white board (13" x 16") in red and black. The short story and classroom activities appear on the reverse side. Subjects are Pets, Worship, Communications, Travel, Homes, Spring, Summer, Autumn, Winter, and Activities.

Instructo Three-Dimensional Letter Shapes
A kit of opaque plastic lower case and capital letters to match with corresponding outline shapes, or organize for comparison in analysis of letter size and shape. The kit includes 4 transparent overlays for overhead projectors, plus 52 manipulatives.

JUDY COMPANY

Judy Deluxe Puzzles
Judy deluxe puzzles cover numerous areas of the curriculum--- language arts, science, health, social studies, and religion. Ranging in complexity from 3 to 25 pieces, these 9" x 12" puzzles are silk-screened and made of wood, cut by hand, for maximum durability. Each puzzle may be reassembled in its own storage frame. In addition, each piece has a textured backing that permits easy assembly on flannel boards.
Animals: Rooster, 15 pcs (506004) Robin, 4 pcs. (506018)
Nursery Rhymes: Rain Rain, 17 pcs. (106005)
General: Mailbox, 4 pcs. (606033) -- Tree, 4 pcs. (506017)
Occupation: Policeman, 10 pcs. (606013) -- T.V. Repairman, 13 pcs. (606026)

Action/Counting Puzzles
Children learn about numbers and sizes by fitting brightly colored pieces into the dispensers on these 9" x 12" wooden puzzles. With suggested activities. (201100--Candy Sticks-- 25 wooden sticks in three colors and four lengths fit into three jars.)

Minne-Bars
42 wooden bars, ½" to 6" long, are marked at ½" intervals. With grid sheet and suggested activities.

Playtrays--Letters and Numbers
This Playtray card set can be used for a variety of matching- and classification games and for many other worthwhile purposes in the classroom. 66 cards show the upper and lower case letters, the numerals from 0 to 10, and the signs, +, -, =, all raised and textured. The cards come with matching stick-on figures.

LADOCA PROJECT AND PUBLISHING FOUNDATION, INC.

Counting Pan and Discs (Aids for the Teachable Mentally Retarded, Kit III--Number Perception)
The counting pan is an 8-section green cupcake pan accompanied by 6 plastic boxes of counting objects: colored plastic discs, red plastic beads, small pebbles, nails, metal washers, and white beans. Each box is labelled and contains at least 25 counters together with two moveable labels. The kit develops the concept of same and different, as well as teaching the relationship between a given abstract number and the (different) concrete objects it may represent.

LAKESHORE CURRICULUM MATERIALS

Three Dimensional Rubber Letters
These 3½" tall rubber letters are 3/8" thick for maximum kinesthetic effectiveness. It is easy to perceive their form by touch and they stand up for 3-dimensional viewing. Letters are easily traced for contour learning. Each comes in a rubber frame which can be used as a stencil.

Capital 3-D Rubber Alphabet (LR2320)
Complete Alphabet plus 10 numerals.

Lower-case 3-D Rubber Alphabet (LR2322)
As above, except with lower-case letters.

Wooden Capital Letters (IN1231)
These natural grain birch plywood letters are 3/16" thick, 4" high. Raised dots and texturing indicate top-bottom, front-back oritentation. 26-pc. set.

Wooden Lower-Case Letters (IN1233)
Same as above with lower-case letters.

LAURI ENTERPRISES

Alph-a-Space
Two 8" x 8" crepe foam rubber slabs containing the 26 letters of the alphabet to be pushed out and fitted back in by pre-school children from 3 to 6 years of age. The total of 56 letters (in four primary colors) may also be used separately to build words as an aid to sounding and spelling. The set comes in lower case or upper case letters.

Rubber Parquetry (3-8 years)
Made from rubber, set includes fit-in circles for greater creative opportunity. Total 168 pieces, in four colors.

THE LUDY COMPANY

Gradation Kit
Fifteen sets of manipulative materials for teaching gradation concepts to the mentally retarded, culturally deprived, blind, deaf or normal kindergarten or first-grade students, incorporate visual, auditory and tactile/kinesthetic approaches. The sets offer a variety of colors, forms and diameters and each contains six wooden, enamelled pieces ranging in size from approximately 6" to 1". A sheet of suggested adaptations is also included.

MEAD EDUCATIONAL SERVICES

Geo-Blocs
The hierarchies of relationships and the development of logical thinking are discovered through geometric shapes. 48 blocs each.
Large set, # 98-8826 - Large Double set, #98-8914
Student Set, #98-8828

MILTON BRADLEY COMPANY

Picture Sequence Cards (Milton Bradley AIDS)
Eighty 3" x 5" cards combined in groups of four depicting actions in a sequence. The set develops reasoning and sequencing skills and is designed as a reading readiness activity for primary grades.

Economo Word Builder
Several complete alphabets of letters, individually printed on ½" x 3/4 " heavy tag stock. Capital letters appear on one side, lower case letters on the reverse. Use for practicing spelling, making words, building vocabulary.

Sentence Builder
Teaches reading through building words into sentences. Letters and basic primary words are grouped into sentences, stories by pupil. Hundreds of words and letters on both sides of heavy stock.

Link Letters
Over 250 assorted die-cut letters on sturdy board. Easily linked together train-style to encourage word building and sentence building. Sample sentences and activities directions included.

Alphabet Puzzle Cards.
Self-correcting, each alphebet letter is formed by matching two halves into a 3" x 5 1/4" card. Each set contains a complete all-capital alphabet.

Memory Game
Game that tests and improves memory skills. Players use their memory to locate and collect matching pairs of picture cards. Contains: 54 matching pairs of cards and plastic tray. Ages: 10 to Adult.

Blockhead Game
Includes 25 brightly colored wooden blocks of various shapes and sizes.

NOBLE AND NOBLE PUBLISHERS, INC

Try; Task 1
Three tasks (1, 2, 3) each including one set of three-dimensional plastic manipulative materials together with a storage tray, one Activity Book, and one complete Teacher's Guide provide a program of sequential experiences developing visual-motor skills and oral language in children from 4-7 years of age. In task 1, the child works with 24 red plastic geometric objects: Squares, circles, triangles, rectangles, in three different sizes. The child is asked to discriminate shapes, sizes, and rotations in a left-to-right, top-to-bottom progression by matching these objects to illustrations in the Activity Book.

R.W. PARKINSON DIVISION, FOLLETT PUBLISHING COMPANY

Goldstein Pictures (Flash Cards from the Parkinson Reading Readiness Kit, Rev.)
A set of 243 flash cards in 5½" x 5½", and 3" x 3" sizes contains line drawings of familiar objects to be presented first for identification of objects and subsequently to help in establishing the concept of relationship between large and small versions of the same drawing.

PLAYSKOOL, INC.,

Can of Colored Blocks
70 pieces, 10 shapes, 7/8" scale color blocks. Set includes 11 oblongs, 28 squares, 2 roman arches, 1 doublong, 2 triangles, 6 pillars, 8 half pillars, 6 columns, 6 half columns; Tumble finished in bright colors. 4½ lbs.

Play Chips
It's a shape sorter, its a set of design blocks, and its a counting toy. There are 40 hardwood play chips in 4 different shapes and colors. Each shape has its respective storage chamber in a plastic holder. Size of holder 5½" high, 6 7/8" in diameter. Hardwood chips are approximately 2" overall and 6 7/16 thick.

Dressy Bessy
Cartoon personality sparkles and captivates. She will teach things about dressing -- like buttoning, buckling, snapping, zipping, lacing and tying. Her lace trimmed suede cloth outer vest has a knit back vinyl belt that snaps. Her vest can be unlaced and laced. A large zipper is under the inner vest. Bessy's shoes must be buckled and her hair ribbons tied. She's soft and gentle to the touch. Stuffed with virgin polyester dacron filler that is flameproof, non-toxic and non-allergenic.

Dapper Dan
Dapper Dan is a playmate that makes long-lasting friendships. Masculine version of Dressy Bessy. (see above).

(Playskool, Continued)

Jumbo Beads
Generous assortment of 1 1/8" diameter drilled beads in five shapes and 6 different colors for matching and stringing. Large safe shapes. Two stringers with 2" plastic tips included.

SCOTT, FORESMAN & COMPANY

Match and Check Set 1, Colors
Five sturdy, two-sided boards (13" x 7") make ten games of matching colors, shapes and pictures of objects. A unique self-checking device shows whether the correct association has been made. A 4-page Teacher's Guide has been included. In addition to Set 1, which is graded at preschool level, Sets 2-5 cover pre-reading through Book One and provide experience in the pairing of pictures by beginning sounds of rhyming sounds, and in the matching of words, capital and small letters.

SINGER SOCIETY FOR VISUAL EDUCATION

Floor Game -- Consonant Jumble "Magic Carpet"
Big 43" x 76" "carpet" is mylar coated for lasting durability, scuff resistance and easy cleaning with a damp cloth. Sprinkled with colorful consonants, it lies on the floor and invites play. The child spins to a consonant on the multi-colored Letter Finder. He identifies the letter, then steps to the letter (Upper or lower case) on the "Magic Carpet." Next, he moves one foot to the same letter in the other case and says a word beginning with the sound that consonant represents. Four or five students take turns spinning and stepping to matching consonants.

STEIN ENTERPRISES

Alpha--Chest
A wooden chest (16" x 5" x 3") containing alphabet slabs with letters deeply burned in and stained to provide kinesthetic reinforcement for visual recognition; and to encourage tracing to improve muscular coordination and develop awareness of each letter form. A tongue and groove arrangement permits the blocks to be placed in the chest only in alphabetical order; while the lid tongue orients the blocks for word formation. The set is available either in capital or lower case.

TACTILE AIDS FOR THE BLIND, INC.

House Set (Progress Development Project #1)
A raised, geometric house shape attatched to eight varnished 8" square plaques. Within each set, one of the plaques is complete; one or more essential parts are omitted from the other seven. The project develops and tests visual perception, discrimination, and sequencing in normally sighted pre-readiness children, and tactual discrimination and sequencing in the visually handicapped.

TEACHING RESOURCES

Fairbanks, Robinson Program 1, Level 1
Wooden geometric shapes to be matched to line drawings of the same size and shape comprise one task in the Fairbanks-Robinson program for Perceptual-Motor Development: 200 separate exercises in trading, coloring, matching, selecting, and cutting. Exercise sheets are used either with crayons and an acetate protector, or the set of Tactile Materials, and are also accompanied by an Instructor's Guide and a Stimulus Book.

ERIE Program (Perceptual Bingo)
The second of three units in the ERIE Program of perceptual-motor exercises organized in game format. The exercises in Perceptual Bingo are arranged in order of increasing difficulty from form discrimination through form conceptualization. A control factor permits the instructor to allow a "win" or positive achievement for a student in need of this encouragement. The program is only available as an entire set.

Directional-Spatial Pattern Board Exercises
Developed primarily for use by those who teach children with learning disabilities and slow learners, these exercises are designed to help improve a pupil's spatial and directional orientation and perceptual motor responses by means of manipulative aids that involve figure-ground and spatial relationships. The program is introduced with an Orientation Program which provides preliminary exercises in directionality, sequential concepts and grasp training. Exercise pattern cards in Program 2 are used in conjunction with a pattern board; the child is asked to reproduce the pattern or its mirror image with colored rubber bands, first by means of superimposition and then by visual copying. The pattern cards follow a developmental progression through five levels from simple to complex designs requiring a high degree of visual discipline and visual-motor organization. The overall structure of the program allows it to be used with class

groups or individuals at primary, kindergarten, and special class levels. Orientation activities are outlined in the Instructor's Guide preceeding each new task. A separate section of Supplementary Activities is also included which suggests specific motor-planning activities and spatial orientation activities . The program includes the following materials: a wooden pattern board with 25 permanently affixed brass pegs; 135 rubber bands in 6 colors and 4 sizes; 160 color coded pattern cards; one duplicating master each of: blank field dots, a left hand, and a right hand; one page of six sample patterns and one sample page of blank field dots; an orientation Set of 50 "L" and 50 "R" adhesive labels, 3 directionality charts, 3 push pins, a left hand card and a right hand card; as well as an instructor's Guide which may be purchased separately.

WARRENS EDUCATIONAL SUPPLIES

Shapes Lotto
Players match wooden tiles in 6 geometric shapes to same shapes on lotto boards. Later shapes are embedded in boards, 1 spinner board, 72 wood tiles in six shapes, 2 sets of cue cards, 4 bags and an instruction booklet.

Peg & Shape Board
A colorful wood shape board that includes 4 each of circles, squares, triangles and rectangles. Self-correcting, safe, smooth, easy to handle, non-toxic. 7" x 7"

Shape Up
Colorful game board and wooden geometric shapes. Included are numerous specific suggestions for correlating the game with typical classroom materials, e.g. scissors, crayons and construction paper. Shape Up is designed to motivate young children in visual perception skills -- provide tactile experiences with geometric shapes (triangles, circles, squares rectangles and ovals) -- encourage eye movements from left to right and line to line.

Invicta Attribute Blocks
Made of solid polypropylene, these virtually unbreakable blocks come in sets of 60. Each set contains five shapes in three colors two sizes and two thicknesses.

3-5-6 Assortment
Over 1,000 ready-to-use Cut-Out Letters and Figures in 3", 5" and 6" sizes -- and all in 4 colors. Easy to trace, paste, or attach magnetic material for posters, signs, displays and bulletin boards.

Canned Alphabet
Kit contains set of "velour" backed heavy cardboard letters, knockout strips, heavy duty vinyl strip 3½" x 63½" long with complete alphabet imprinted so child can match letters on it. After the die-cut letters are knocked out of the square cards the cards themselves become workable outline stencils from which letters can be traced. Can be played by one or more.

Letters 'n Numbers
A 36-cell plastic tray cintaining letters A through Z and numbers 1 through 0 (144 pieces) (extra vowels included). Pupils learn to spell, add, subtract and form simple sentences. Individual units are 1" high and are excellent for signs and displays also.

The 54 Set of Laminated Card Tracing Supplies
The set comprises 54 stout card templates which, when used in simple combinations, afford an interesting field of work involving tracing, cutting-out and arrangement in formal and diaper pattern building. The shapes are based upon a 3" square, some having this as their main dimension, others being fractions of it.

Geoboard Kits
A variation on the pegboard idea. Geoboard Kits make discovering number concepts fun for children in the primary, middle and upper elementary grades. Pegs can be stored inside board. Sized 10" x 10" for desk use.